

California Council on Developmental Disabilities

2011-2016 State Plan

2013-14 Program Performance Report

Submitted on: Monday, March 2, 2015

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California State Council on Developmental Disabilities

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Section I: Council Identification

State or Territory: California

**California State Council on
Developmental Disabilities**

Reporting Period: October 1, 2013 through
September 30, 2014

**NAME OF PERSON TO CONTACT REGARDING
PPR INFORMATION:**

Contact Title: Interim Executive Director

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STATE AUTHORITY

State Authority WIC Div. 4.5, Chapter 2, Article 1 (§4520-4555)
Establishing Council:

Did the State authority change in this fiscal year? No

DESIGNATED STATE AGENCY

Did your DSA change? No

If 'yes', Name? N/A

Is the new DSA a service provider? No

Section II: Comprehensive Review Update

A. POLICY

State Councils on Developmental Disabilities are funded by the Administration on Developmental Disabilities (ADD) under federal law 42 USC 15021 §121 to "engage in advocacy, capacity building, and systemic change activities that contribute to a coordinated, consumer- and family-centered, consumer- and family-directed, comprehensive system of community services, individualized supports, and other forms of assistance that enable individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life."

The SCDD is a California state agency established by federal and state law. Pursuant to the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (Public Law 106-402), SCDD is to develop and implement a State Plan to support advocacy, capacity building, and systemic change activities that are consistent with promoting a consumer and family-based system of services and supports. The Lanterman Developmental Disabilities Services Act (Welfare and Institutions Code, §4540 et seq) directs SCDD to conduct activities related to meeting the objectives of the Plan, including activities to demonstrate new approaches to serving individuals with developmental disabilities and their families that are part of an overall strategy for systemic change.

In California, state funding for people with intellectual and developmental disabilities is far from ideal. While progress has been made, much work still needs to be done. The Council remains on the forefront of affecting significant policy, service, and systems change in spite of considerable fiscal constraints and a woefully inadequate support network. For example, at the time the regional center (RC) system was created in California, the state's population was roughly 21,000,000. In 2015, we are at over 38,000,000, with essentially the same regional center infrastructure in place that existed forty-five years ago. This illustration alone illuminates the magnitude of the problem.

In addition to collaborating with our federal partners, the Council maintains a strong ongoing presence in the halls of the state capitol in Sacramento. In recent years, The Council has

spearheaded and supported numerous pieces of significant legislation, including, but not limited to, Employment First Policy and Self-Determination. In the aggregate, these legislative milestones herald some of the most groundbreaking developments in California law since the Lanterman Act. While the Council itself has labored effectively for legislative change, our true strength lies in leveraging the relationships we have with like-minded organizations.

The Council has supported, and the Governor signed, significant pieces of legislation. However, it is not just bills that ultimately become law which are noteworthy. Every legislative meeting and hearing involving topics impacting the I/DD community is important to the larger mission. Private conversations with legislators and their staff serve to advance the ongoing discussion. Public hearings offer the opportunity to showcase the SCDD and the vital topics we care about. While a particular bill may not succeed, it can still draw attention to and garner support for a key issue area, thus paving the way for possible future change. Legislative success is a marathon, not a sprint, and the SCDD is committed to effectively representing the interests of the I/DD community in the Golden State.

In 2013, the Council pledged itself to support the planned downsizing and eventual closure of developmental centers (DCs), while at the same time assembling viable community supports for former DC residents. The Council - along with many others - has recommended replacing developmental centers with an enhanced community safety net, some of which will be state-operated.

At the end of the 1960s, over 13,000 people resided in the DCs. While the seven original centers were considered innovative at the time, they are now being gradually phased out. It is estimated that by the end of 2015, less than 1,000 people will remain in the DCs. In spite of the checkered reputation the centers maintain, not everyone is convinced closing them down entirely is the wise thing to do. Some people have lived in the DCs for decades and transitioning these people into community settings is not without its challenges. The SCDD and similar organizations must remain steadfast in advocating for the most vulnerable in our society.

At the absolute core of the SCDD mission is the State Plan. The State Plan is the contract between the AIDD and the SCDD, as well as the contract between the SCDD and the people of the state of California. Everything the Council does from a policy standpoint must be filtered through and driven by the State Plan.

In summary, the Council has had added key staff in a concerted effort to address these challenges, and to ramp up to meet the challenges of the future. The Council will leverage its authority under state law to influence positive outcomes for people with disabilities. The Council will sharpen its focus on equity and diversity issues and remain involved in the developmental centers and movement to the community through a variety of mechanisms, including our policy work, our regional offices, and our Clients Rights and Volunteer Advocates contracts.

B. LOCAL OFFICES

The Council found the technical assistance from the MTARS team helpful in utilizing regional offices in a more cohesive and effective way. For example, the Council has drawn on the local office knowledge to inform Council policy decisions with information on local needs, disseminate information on Council policy positions, and approach local legislators in home districts.

With the changes brought about through AB 1595, the Council is positioned to further capitalize on the success of the regional office structure unique to California. Regional managers and staff have a resonance and relevance in local communities that is unmatched nationally. To further amplify this proven concept, regional offices have been directed to channel all activities into conformity with State Plan goals and objectives. Regional offices track and capture information to determine if local issues have statewide implications, then funnel that data back to the Council for analysis.

By investing in regional offices rather than subcontractors, SCDD obtains the stability, professionalism, and institutional knowledge necessary to meet the mandates of the federal DD Act and the requirements of AIDD, both now and in the future.

C. GRANTS

Grants are one vehicle used by the Council to meet both federal and state mandates. Grant projects are a method of providing resources to initiate creative service and support models for Californians with developmental disabilities and their families. The SCDD is constantly looking for ways to extend its service reach. Finding and incubating innovative models is one effective

way to do that. The Council seeks program development models that can show documentable success, and thus merit ongoing funding.

Grants are awarded on a federal fiscal year cycle, consistent with the goals and objectives outlined in the SCDD State Plan. While the grants provide for immediate funding leading to the creation or expansion of services, applicants are expected to secure ongoing funding for sustainability of the work proposed.

D. REPORTING AND EVALUATION OF COUNCIL WORK

With the advent of AB 1595, the functional work and reporting structure of the Council is undergoing a significant transition, the evidence of which will take time to fully collect, document, and report. Although the Area Boards recognized and were responsive to the overall goals of the State Plan, the former structure was highly decentralized, with each regional office answering to its own local Area Board for primary direction on policy, supervision, and focus. Local staff simply focused on the work at hand within regional communities. In that process, the correlation between AIDD's network of Councils and California's 'larger' statewide community was not always clearly understood and the reporting infrastructure did not necessarily reflect this larger, more global perspective. As might be expected and given such structure, data associated with the work accomplished (in regard to the goals and objectives of the 5-year State Plan) found its way back to headquarters in a variety of styles, in regard to measurements, survey instruments, and narrative reports.

Effective issue and work analyses are wholly dependent upon accurate, timely data. With a newly centralized structure, the Council is in the process of establishing and standardizing all of its policies and practices, which is inclusive of its data collection and reporting. The development of consistent data collection instruments is proceeding, in an ongoing effort to uniformly identify, capture and report the valuable work that is being done statewide. With new reporting requirements, extensive staff training will follow, and the information that is collected at the state level will eventually become recognizable – and more clearly reportable – in its uniformity and consistency.

While staff has been diligent in documenting work product throughout the state, reporting inconsistencies have included confusion about how to accurately interpret federal performance

measures and correlate them directly to people affected, lives/policies/programs changed, work produced, or dollars leveraged. Staffing turnover rates and/or shortfalls resulted in additional layers of inconsistencies in reporting. While all of these concerns are being addressed, as the Council moves forward, they continue to be active, present factors in reporting and interpreting data within the current Program Performance Report (PPR) and will be part of the ongoing course corrections throughout the next reporting cycle.

Section III: Progress Report – Goals and Objectives

Goal 1: Self-Advocacy Individuals with developmental disabilities have the information, skills, opportunities and support to advocate for their rights and services and to achieve self-determination, independence, productivity, integration and inclusion in all facets of community life.		
Areas of Emphasis	Planned	Areas Addressed
Administration		X
Child Care		
Community Supports		X
Cross-Cutting		X
Education & Early Intervention		X
Employment		X
Formal and Informal Community Supports		X
Health		X
Housing		
Quality Assurance	X	X
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		X
Demonstration of New Approaches to Services and Supports		
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		X
Outreach	X	X
Supporting and Educating Communities	X	X
Systems Design and Redesign		
Technical Assistance		X
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS	X	X
Disability Rights California	X	X
UCEDD	X	X

Planned Collaborators: County and local collaborators

Actual Collaborators:

Alta California Regional Center (ACRC)
Arc- Imperial Valley
Arc of Butte County
Association of Regional Center Agencies
(ARCA)
Autistic Self-Advocacy Network (ASAN)
Butte County Coordinating Council (BCCC)
California Foundation for Independent
Living Centers (CFILC)
California Health Incentives Improvement
Project/San Diego State University
California State University – Fullerton
(CalOptima)
California Workforce Investment Board
California Youth Leadership Forum Alumni
Alliance
CalSTAT
City of Anaheim
Community Catalysts of California
Community Employers
Community Service Providers
Dayle McIntosh Center on Independent
Living
Department of Education (DOE)
Department of Rehabilitation (DOR)
Employment Development Department
(EDD)
Friends of Californians with Disabilities,
Inc.
Humboldt State University
Imperial Valley People First
Local Police Departments
Local Regional Centers
Local School Districts
Local Self-Advocacy groups

Local Social Service agencies
Mains'l Services, Inc.
Mainstream Supported Living
Making Headway
New Horizons
Office of the Governor, California
Orange County Adult Services
Pacific Alliance on Disability Self-Advocacy
People First California
People First of Paradise
People First of Region 2
People First San Diego
People First San Luis Obispo
People First Santa Barbara
People First Santa Maria
People First Ventura County
Regional Center of Orange County (RCOC)
Rural Human Service
San Andreas Regional Center (SARC)
San Diego Regional Center (SDRC)
San Diego Unified School District
Self-Advocacy Board of Los Angeles County
Self-Advocacy Council 6 (SAC 6)
Service Providers Advisory Committee (San
Andreas Regional Center)
Shasta 21st Century Career Connections
Silicon Valley Independent Living Center
St. Madeleine's
Statewide Self-Advocacy Network (SSAN)
Supported Life Institute
Ukiah Valley Association for Habilitation
United Cerebral Palsy (UCP)
Valley Caps
Ventura College
We Care A Lot Foundation

1.1	The Council will promote the stability and expansion of a statewide self-advocacy network through financial and in-kind support, which includes ensuring that local delegates are able to participate effectively in statewide meetings and events.
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IMPLEMENTATION ACTIVITIES

Planned:

1. RFP to Identify Statewide network
2. Support to local groups
3. Financial assistance for travel

Actual:

A. Technical Assistance/Support (for Self-Advocates)

1. SAC 6 meetings (support & presentations)
 - a. AB 1595 (Chesbro)
 - b. Contracted Coordinator – review
 - c. Employment First
 - d. Self-Determination
2. Statewide Self-Advocacy Network (SSAN) meetings (topics & presentations)
 - a. Abuse and Neglect
 - b. ASAN Pacific Alliance on Disability Self-Advocacy
 - c. Autism Treatment Insurance Mandate
 - d. Development of a mission statement
 - e. Employment
 - f. Equity and Diversity
 - g. Goal Setting
 - h. Health Care (presentation)
 - i. Housing
 - j. IHSS
 - k. Leadership
 - l. Learning Disabilities
 - m. Legislative updates
 - n. Opportunities and Goal Setting
 - o. Representative candidate interviews
 - p. Safety Plans for Licensed Facilities
 - q. SB 663 (Lara)
 - r. Self-Advocate reports (work accomplished)
 - s. Self-Advocate training
 - t. Self-Determination (input from Self-Advocates)


- u. Social Security Work Incentives
- v. Starting a Nonprofit Organization
- w. Strategic Planning and fundraising (training)
- x. Suspension or Expulsion of Students (by school districts)
- y. The 'R' Word (presentation)
- 3. People First: Rachel's Women's Shelter (donation drive)
- 4. Council Meetings
- 5. Facilitated Self-Advocate presentation: Employment First

B. Materials

- 1. Employment First Policy
- 2. Lanterman Act – Rights
- 3. Self-Determination
- 4. SSAN brochure
- 5. Work and Benefits

C. Activities:

- 1. Facilitation for established Statewide Self-Advocacy Network (SSAN) meetings, elections, and other official functions
- 2. Provision of cross-disability, multi-agency, self-advocacy support
- 3. Provision of training, information, and materials for self-advocates
- 4. Provision of technical support for facilitation/services, regular updates and materials regarding Employment First and Self-Determination Initiatives, and enactment information on recently passed legislation relating to programs, rights, and services for people with developmental and other disabilities
- 5. Provision of support, information, and/or opportunities to self-advocates moving into public service and/or policymaking positions
- 6. Provision of technical support to self-advocates who provide training through local and/or statewide boards and committee
- 7. Provision of ongoing financial/travel support for self-advocates to attend statewide Council and Committee meetings, conferences, etc.
- 8. SSAN's committees on Employment and Self Determination were established to respond to community requests for trainings on a variety of topics. The committees have developed outreach plans with timelines and are developing (future) training materials.

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. First Year of 5-yr State Plan:
 - a. Month 1- 4: Invite grant applications
 - b. Month 5: Select grantee(s) and establish contract deliverables
 - c. Monitor grant(s) on an ongoing basis
2. Provide support to local groups, as needed
3. Provide ongoing financial assistance for travel

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

There is a great deal of future opportunity for the Statewide Self Advocacy Network to move forward in a positive direction. We have a voice! The strength of our voice needs to be heard by all individuals in California. Our job is to make their voice loud as well. As we strengthen those voices, they will be empowered to speak up and express what is needed to improve their lives. Advocacy is what drives me. Not only am I to advocate for myself, but I have a mission to teach others with disabilities to advocate for themselves. It is not always easy to be an advocate; sometimes, we make people uncomfortable by insisting on change, by insisting on self-determination. I am okay with creating that feeling of discomfort; it is what an advocate is supposed to do. We need to promote leadership development. We need to promote inter-agency collaboration. We need to be representatives at the table of the policy makers. We need to be the policy makers.

During 2013-2014, SSAN worked on these organizational and operating issues:

Developing a SSAN brochure

Revising bylaws

Electing officers

Compiling a listing of self-advocacy groups throughout the state

Establishing two committees

One SSAN member suggested having a (SSAN) application process and piloted the SSAN recruitment documents in order to help build a stronger network. SSAN members participated in Capitol Action Day, distributed SSAN surveys, gave presentations about SSAN and attended ASAN Leadership training. Training was provided by members on rights, choice, quality

assurance, and the Lanterman Act (for potential residential service providers). They gave trainings on relationships, Employment First, the history of disability rights, law enforcement interactions, self-determination, minimum wage changes and the transition process into adult service systems. Members gave legislative updates, developed strategic plans and sponsored area meetings, building a regional group of self-advocacy organizations.

Self-advocates have shared their own experiences in presentations for the M.I.N.D. Institute and Supported Life Conference, and have explored and worked with innovative programs, such as the iTunes app, FriendMaker. They have proposed new ways of maintaining effective communication, considering a statewide newsletter for self-advocates. SSAN members have voiced appreciation for regular legislative updates and want to engage in more legislative information and alerts. Members also expressed appreciation for the trainings they received through the Council's Employment First Committee and want to continue to update their own training material, so that members can continue to inform others throughout the state on current developments and accomplishments.

SSAN members became involved with local, regional, state, and federal issues of importance, such as post-secondary/higher education, voting rights/responsibilities, sexual rights, changes in the health care system, Early Start, transportation, disaster preparedness, and parent (IPP) trainings. Members addressed cross-disability, multicultural and other diversity-related issues, participating in the Solidarity March, the Educational Rally, and a variety of Disability Resource fairs. Self-advocates testified in legislative hearings, spoke in conferences, and gave presentations for major events and at a broad range of agencies. Through their work with the Council, self-advocates were able to participate in developing new committees and policy changes, updates, and manuals, and in the hiring of new Council staff.

SSAN's Ongoing Plans for the Future

For 2014-2015, SSAN officers identified the following needs/plans:

Communication: Identify ways to facilitate members' communication between SSAN meetings with each other, and members' communication with their regions. One idea that is being explored is publishing a SSAN newsletter.

Legislative Advocacy: SCDD has provided valuable legislative information and action alerts to SSAN. SSAN would like to engage in more legislative advocacy and expand the distribution of legislative information and alerts.

Continue to develop training: SSAN is developing training materials about Employment First and Self Determination. SSAN would like to continually develop updated training materials. SSAN would like to contribute to the work of SCDD's Employment First Committee by providing trainings to self-advocates about the EFC's mission and accomplishments.

Networking: Continue networking within SSAN, and network outside of SSAN with other agencies.

Training:

SSAN self-advocates disseminated surveys in an effort to identify some broad need areas for training, with the following survey results for preferred (general) areas of training:

105	Good health care	1 st Place
104	Work	2 nd Place
88	Self Determination	3 rd Place
77	Starting Self-Advocacy Groups	4 th Place
69	Good life for seniors	5 th Place
10	Other: Educating California students about developmental disabilities and human rights; better hygiene care; internet training; exercise; and being independent.	

For those who chose 'Work' as a topic, these were the primary areas of interest for training:

24	Writing a resume
25	How to sell yourself to get a job
25	How to build your job skills
53	How to learn about and find jobs that are right for you
4	Other: How to get along at the job and how to learn the job

For those interested in 'Self Determination,' these topics were of interest:

27	What is it?
28	How does it work?
20	How can I be part of it?
14	Why is it good?

- 10 When is it not easy?
- 24 Success stories
- 2 Other: How to avoid being taken advantage of and how to motivate people to be interested in self-determination

For those interested in ‘Starting Self Advocacy Groups,’ preferred topics included:

- 39 How to start self-advocacy groups
- 23 How to create a statewide advocacy plan
- 20 How to build community partnerships
- 23 How to teach new leaders
- 4 Other: How to keep self-advocacy groups running

When choosing ‘Good Health Care’ as a preferred general training topic, self-advocates identified the following areas of interest:

- 38 How does the Affordable Care Act affect us?
- 34 How does Medi-cal work?
- 46 How to find the best doctors?
- 7 Other: How to balance my diet to keep my weight down; how to find the best doctors; teaching good habits to take care of yourself; offering healthier foods & snacks at programs and no junk food!

Some self-advocates identified ‘A Good Life for Seniors’ as an area of interest, with some follow-up training suggestions:

- 21 How do I retire?
- 20 How do I plan for the end of my life?
- 43 How do I get different supports as I get older?
- 4 Other: Network

Some self-advocates identified other topics for consideration and made the following comments and/or training requests:

We have a very small population with a full understanding of the disability movement and people with developmental disabilities. If we educate our youth throughout their elementary, middle school, and high school years about developmental disabilities, we will have much less bullying and more opportunities for self-determination, education, work and housing.

Being more independent and living on my own

Drawing pictures

How to use the internet

Public speaking

Due to one self-advocate's emphasis on self-advocacy, through her role on the Statewide Self-Advocacy Network (SSAN), she began to actively collaborate with the self-advocate's group at the Silicon Valley Independent Living Center (SVILC) when she began having problems with the management and residential service provider at her apartment. With the Council's information and support, she learned about vendor arrangements for service at her apartment building and found that the regional center had general contractual oversight of the provider. With the support of self-advocates at SVILC, she held a meeting with the administration at the regional center to voice complaints. The regional center responded and directed the agency to revise its orientation and staff training materials to include a stronger focus on sensitivity to individuals with developmental disabilities. In a negotiated agreement with the self-advocate, the regional center requested that the Council oversee the negotiations between the residents and the residential provider, organize the meetings, and design staff training for the residential service provider.

I want to do more to help change California so that everyone is treated with the same respect. I want to build up my strengths to pay things forward - to be a voice to individuals who cannot speak up for themselves. Always remember that we can never do this alone, it always takes teamwork. Thanks for allowing me to be part of a positive and productive team that is going to help plan for changes in California for individuals with disabilities.

Objective 1.1: Federal Performance Measures		Total
CS01	Individuals receive formal/informal community supports	165
EM07	People trained in employment	200
QA06	People active in systems advocacy about quality assurance	14
QA08	People trained in leadership, self-advocacy, and self-determination	334
QA09	People attained membership on public and private bodies and other leadership coalitions	28

1.2	The Council will strengthen existing self-advocacy groups and promote establishment of new groups at the local level. At least 5 new self-advocacy groups will be developed in new geographic areas. The number of self-advocates who participate in self advocacy activities as a result of this support will increase by 150 statewide annually.
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Implementation Activities:

Planned:

1. Outreach
2. Local in-kind support
3. Outreach to identify areas of need
4. Support new groups

Actual:

A. Outreach

1. Self-Advocacy Group: Membership Recruiting
2. Collaboration/networking with regional Self-Advocacy groups

B. Local in-kind support

1. Technical Assistance/Training/Presentations
 - a. Facilitation for Self-Advocacy meeting
 - b. People First (6)
 - 1) Legislation: Update(s)
 - 2) Convention on the Rights of People with Disabilities: Update(s)

C. Outreach to identify areas of need

1. Empowering Self-Advocates: Service Providers Advisory Group

D. Support new groups

1. Self-Advocate Steering Committee

E. Training(s)


1. Self-Determination: Train-the-Trainer (residential community)

F. Materials

1. SCDD brochures
2. Self-Determination (handouts)

- Supported local self-advocacy meetings, with assistance for logistics, materials, and guest speakers
- Provided technical assistance and information to regional People First meetings throughout the state

- Recruited potential self-advocacy members for regional and/or state-level boards and committees throughout the state
- Council staff regularly attended regional self-advocacy meetings throughout the state
- Recruited and trained self-advocates (with a train-the-trainer model) for regional self-advocacy groups
- Facilitated a coalition of self-advocates to form a ‘Steering Committee’ for self-governance

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Ongoing outreach to existing groups to offer training, support, and technical assistance.
2. Offer meeting space, postage, mailing and other supports as needed
3. Year 1: Identify 5 regions lacking organized self-advocacy groups. Conduct outreach by phone and mail to self-advocates in areas where there is no active self-advocacy groups to identify the interest in forming such groups.
4. Year 1, 2 and ongoing (as in #1)

Timelines established were: **All met**  **Partially met** **Not met**

Annual Progress Report:

Staff facilitated for 617 self-advocates at a local meeting, assisted with coordinating the guest speaker, and helped self-advocates with the minutes and reporting. Staff provided technical assistance to the following People First meetings during this review period:

PF Santa Barbara: 09/19- Legislative Update

PFSLO: 09/23- Legislative Update

PF Santa Maria: 09/23- Legislative Update

Staff attended the following People First meetings during this review period:

PFSLO: 05/06- Convention on the Rights of People with Disabilities Update

PF Santa Maria: 05/06- Convention on the Rights of People with Disabilities Update

PF Santa Barbara: 05/23- Convention on the Rights of People with Disabilities Update

PF Ventura County: 05/15- Convention on the Rights of People with Disabilities Update

Staff will continue to recruit new members to the local self-advocacy group, as well as build network with other self-advocacy groups in the surrounding areas.

Two train-the-trainer presentations on Self-Determination were provided and one training was given in a local residential community. In cooperation with the the Service Providers Advisory group and local regional center, people are now discussing about how to empower self-advocates to better represent and govern themselves. The Council's Self-Advocacy group will coordinate with other self-advocates and providers to form a "steering committee."

Evaluation/Results:

The information was well received and resulted in many other people asking for assistance to start up their own chapters. Self-advocates have information regarding self-determination.

These activities were evaluated by surveys given to participants, which revealed that 95% of the participants felt the information would help them with self-advocacy efforts.

This is a work in progress and approval was won from the Service Providers Advisory Committee to form/organize a steering committee, which was an indicator of success.

Barriers to Implementation:

Barriers primarily involve lack of accessible information for self-advocates and little training to facilitate the use of resources like local libraries and computers. It is also difficult to identify self-advocates and self-advocate communities, get buy-in from decision-makers, and win support from service providers.

Objective 1.2: Federal Performance Measures		Total
QA03	Quality assurance programs/policies created/improved	10
QA05	People trained in quality assurance	16
QA07	People trained in systems advocacy about quality assurance	8
QA08	People trained in leadership, self-advocacy, and self-determination.	922

1.3	The Council will help to educate self-advocates so they are better able to assert their human, service and civil rights, prevent abuse, neglect, sexual and financial exploitation and be better informed on issues that affect them. At least 1,450 self-advocates will be reached annually.
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Implementation Activities:

Planned:

1. Conferences and Trainings
2. Support participation
3. Develop materials

Actual:

A. Conferences/Trainings/Presentations:

1. Life Plans
2. Employment
3. *UN Convention on the Rights of People with Disabilities* (People First) (4)
4. *Advocating with Your Elected Officials* (People First) (4)
5. *Come One, Come All!* (Statewide Inclusion Event)
6. *My Life, My Way* (Self-Advocate presentation)
7. Healthcare Rights and Responsibilities
8. Self-Determination (Service Rights)
9. Peer and Self-Advocacy
10. 19th Annual Statewide Self-Advocacy Conference: *Self-Advocates Taking Flight*
11. Annual PAC - Regional People First Self-Advocacy Meeting
12. *Work Well, Live Well*: 2014 Annual Self-Advocacy Conference
13. 10th Annual Disability Rights Workshop
 - a. *Healthcare Rights and Responsibilities*
 - b. *Come One, Come All!*
 - c. *Planning My Life, Living My Plan* (Self-Advocate presentation)

B. Support (for Self-Advocates):

1. State Budget presentation
2. *Charge into Action*: 2014 annual Self-Advocacy Conference (collaboration and planning)
 - a. Newsletter Articles (by Self-Advocates)
3. Monthly Meetings
 - a. Administrative Committee
 - b. Executive Committee
 - c. Self-Advocacy Advisory Committee

- d. Council Meeting
- e. MTARS Committee


4. *The Role of a Service Coordinator with Self Advocacy*: Regional Center Client Advisory Committee

C. Materials/Resources:

1. In Case of Emergency (ICE) cards
2. Newsletters
3. Healthy Relationships Training Project (HRP) flyers, invitations/applications (Train-the-Trainer Seminar)
4. *A Consumer's Guide to the Lanterman Act*
5. *When You Turn 18*
6. *A Survival Guide for Teenagers*
7. *From Conversations to Actions Using the IPP*
8. Department of Rehabilitation: Consumer Information Handbook
9. *The Budget Process*
10. *The Legislative Process*
11. Legislative Update (brochure)
12. Self-Advocacy video (by Self-Advocates)

D. Collaboration/Outreach

1. Newsletters
 - a. Capitol Action Day
2. Facebook Posts
3. Website
4. Annual Self-Advocacy Conference Sponsorship/Marketing/Planning

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Yearly, sponsor/collaborate in at least 6 local, regional, or statewide conferences and trainings in which self-advocates have a leadership role
2. As needed, provide travel expenses and other supports to ensure that self-advocates are able to participate in such events (within allocations)
3. As needed, develop training materials in plain language and translate into threshold languages, either by staff or through competitive bid/RFP

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

- Provided training to self-advocates and self-advocacy groups
- Provided assistance to self-advocates to write articles for newsletters
- Developed and/or provided written, video, and conference resource materials to self-advocates
- Provided translation for non-English speaking attendees at a self-advocacy conference
- Provided facilitation and technical support to self-advocates who prepared and presented self-advocacy training to community agencies
- Co-chaired a cross-disability conference with self-advocate presenters
- Coordinated regional self-advocacy meetings throughout the state
- Co-sponsored the statewide self-advocacy conference, facilitating for self-advocate/presenters
- Hosted self-advocates in panel discussions and presentations to self-advocates, family and community members

Council staff presented information to clients and representatives from the local human services agencies about the State Plan and the many areas that the Council addresses. Information that was discussed during the presentation included opportunities to be self-advocates. The group has since moved forward with Client College, which helps to educate advocates about a variety of issues, including voting rights and other legal rights, environmental issues, employment, health and safety (in conjunction with an emergency event). With the support of staff, a self-advocate educated the public regarding emergency preparedness and promoted the 'In Case of Emergency' (ICE) cards with clients as a tool to be safe in the community.

Staff coordinated training with We Care A lot Foundation's Pathfinder Program to 25 people. Pathfinder employs people with developmental disabilities as Life Guides who facilitate interviews with consumers of the local regional center. Pathfinders also help people with developmental disabilities to create a Life Plan, which are tools that aid people in planning the services and supports they need to live successful lives and learn more about themselves. A Life Plan is a complete review of the life of the person with a developmental disability, with an emphasis on how a person can be supported in achieving their goals and dreams. These plans support people and help service coordinators learn more about how the person wants to be

supported, as well as what is working and what is not working in a person's life. Life Plans are designed to be complimentary to the IPP. They give service providers a clear picture of the wants and needs of the person, which in turn creates a more effective system of support. Life Plans are updated annually. The training included education about the program to 25 people in the community (5 consumers; 10 family members; 10 professionals).

Local staff coordinated 2 regional self-advocacy meetings, attended by a total of more than 108 self-advocates and 25 staff. At the first meeting, Assembly member Yamada was the featured presenter. Council staff created a PowerPoint presentation on the state budget and supported a self-advocate in presenting the information.

At the second regional meeting, presenters from Disability Rights California talked about employment. Staff followed up with people who said they wanted integrated, competitive employment.

Staff produced 2 self-advocacy newsletters, while facilitating self-advocates in their efforts to produce articles. The newsletters were distributed to more than 300 individuals and programs.

Staff provided training to 20 self-advocates and 3 staff on the UN Convention on the Rights of People with Disabilities at the People First Meeting in San Luis Obispo, 11 self-advocates and 1 staff in Ventura, 8 self-advocates and 1 staff in Santa Barbara, and 7 self-advocates and 1 staff in Santa Maria.

Staff provided training to 17 self-advocates and 3 staff on Advocating with Your Elected Officials at the People First Meeting in San Luis Obispo, 9 self-advocates and 1 staff in Ventura, 6 self-advocates and 1 staff in Santa Maria, and 9 self-advocates and 1 staff in Santa Barbara.

Council staff cochaired the 10th Annual Disability Rights Workshop, “Come One, Come All!”, a free, day-long event on inclusion, featuring local and state self-advocates. In addition to keynote speakers Richard Devylder, with the California Governor’s Office of Emergency Services Office for Access and Functional Needs, and Brenda Premo, founding director of Western Center for Disability Issues and the Health Professions, speakers and topics included:

“My Life, My Way”, a panel discussion featuring four self-advocates.

“Planning My Life, Living My Plan”, featuring a mother-daughter presentation and a representative from California State University at Fullerton’s Disability Support Services.

“Healthcare Rights and Responsibilities,” which consisted of presentations on behavioral healthcare, by an attorney and client advocate from Disability Rights California, and on the Affordable Care Act, by representatives from Orange County Social Services and the Orange County Council on Aging.

Collaborative partners assisted with the conference, including funding and a free venue, which greatly enhanced the quality of the experience for attendees. Resource tables provided information and handouts featuring local agencies. Simultaneous translation was provided for monolingual Spanish and Vietnamese-speaking attendees.

Staff gave training to family and self-advocates on self-determination plans regarding service rights. Follow-up training was requested on the (W&I §4731 Consumer Complaint & Appeal) §4731 process.

Self-advocates, in collaboration with others, formed a committee to plan the 2014 annual Self-Advocacy Conference. The committee is composed of self-advocates and support staff from various agencies. The group meets monthly to plan all aspects of the one-day conference, which will focus on Health and Wellness. The group also organized a silent auction fundraiser to help offset the cost of this conference. Throughout the planning process, self-advocates on the planning committee were supported in making decisions about the event, assisted with the outreach efforts, and helped in gathering the supplies needed to make the event a success. They also held a gift basket silent auction, raising \$645.00 to go toward conference costs. Workshops will include topics about healthy eating, relaxation, stress management and becoming a healthcare self-advocate. Additionally, hands-on demonstrations will be provided by a local hula hoop exercise group and a Zumba instructor. The final preparations for the conference were completed, with 140 attending.

Staff gave a presentation to a self-advocacy group on the mandates of the Council and ways in which members can advocate for themselves and others.

SCDD co-sponsored the 19th Annual Statewide Self-Advocacy Conference “Self-Advocates Taking Flight”, May 9 & 10th in Sacramento. 350 self-advocates from all around California attended. Local staff had a table in the vendor area and distributed handouts.

The Council co-sponsored the PAC - Regional People First Self-Advocacy Meeting. 150 self-advocates attended and informational flyers were distributed. Self-advocates had the opportunity to hear about an International Conference for People with Disabilities in Japan, which a member of PAC attended, they were updated on California legislation relating to people with developmental disabilities, they shared samples of personal journals, and they had the opportunity to network and share reports about the activities in their local People First Chapters. 60 self-advocates joined the Council mailing list.

Staff sent its newsletter via email to 50 self-advocates (15 emails were opened) encouraging attendance at the Capitol Action Day event and encouraging participation on the Facebook page and website.

Council staff provided facilitation and technical support to the local regional center Client Advisory Committee, as they provided a training for 40 service coordinators, entitled 'The Role of a Service Coordinator with Self Advocacy.' The training included a video that was created by self-advocates on the topic of self-advocacy. Two more trainings will be scheduled for later in the year.

San Diego People First, in collaboration with Council staff and other collaborative partners, formed a planning committee that developed the 2014 annual self advocacy conference. The committee was composed of self advocates and support staff from various agencies. Over the course of the year, the group met monthly to plan all aspects of the three-day conference. This year, the group chose to focus on employment and the theme is 'Work Well, Live Well.' Molly The keynote presenter addressed the Employment First policy. Staff worked with the chair of the Speaker's committee to ensure that tasks relating to the program were all completed. Staff assisted with outreach regarding registration for the conference and obtaining sponsorship for the event. This year the conference format was reworked and the resource fair was reformatted into a street fair with exhibitors and craft items made by self-advocates. Additionally, during the fair, there was a photo booth and demonstrations were provided by musicians and a local karate studio. The new format was well received and participants enjoyed themselves.

Evaluation/Results:

Evaluations from the first regional meeting indicated that 100% of the respondents found the meeting good to very good.

Results of the evaluations from the second regional meeting showed that 95% of respondents found the training to be good to very good.

350 self- advocates from around the state attended the conference.

Self-advocates from each chapter were present at the meeting. They were attentive and engaged in the discussion.

15 people opened the newsletter, which was delivered by email to all recipients.

The local SSAN representative collected survey information from 41 people with developmental disabilities.

“I was appointed as the SSAN Rep of Area Board 2 in February of 2014. I have seen a lot of changes and have learned a lot about leadership and building bridges in the community and with other organizations. These organizations help plan things to help individuals with disabilities to learn to have more control over their own personal lives. I feel that there is still a lot of work to do and that we can never cross a bridge a lone. I am going to try my best to learn leadership and help others to achieve their personal and educational goals. Since February I have learned about Self Determination, the phasing out of sheltered workshops, and the changes with In Home Supportive services. I have also learned about Public Policy and System changes in California. Another thing that I have learned is what the State Council on Development Disability is and what they do for individuals with Developmental Disabilities. I know that I still have lots of information to learn to be a big part of changes in California.”

Of the 115 attendees, 52 completed questionnaires. 90% agreed that the speakers seemed knowledgeable; 83% reported that they learned something valuable; and 82% reported that they were inspired to apply the information.

Barriers to Implementation:

For people living throughout the state, the of travel, lodging, and registration costs for a conference is a significant barrier.

For many of the people who took the survey, understanding the survey instrument was challenging.

Objective 1.3: Federal Performance Measures		Total
CS01	Individuals receive formal/informal community supports	20
QA05	People trained in quality assurance	39
QA06	People active in systems advocacy about quality assurance	33
QA07	People trained in systems advocacy about quality assurance	10
QA08	People trained in leadership, self-advocacy, and self-determination	1,285
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result Council efforts	11
QA02	Dollars leveraged for quality assurance	\$3,200

1.4	Council will collaborate with, promote and support the efforts of cross-disability and youth disability organizations to expand and strengthen their leadership network
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Implementation Activities:

Planned:

1. Request for proposals
2. Identify 5 areas for outreach
3. Disseminate materials

Actual:

Activities undertaken were: **All met** ☒ **Partially met** **Not met**

Timelines:

1. Yearly: Provide financial and/or in-kind support to one or two cross-disability or youth disability organizations through grant process
 - a. First 3 months: Call for proposals
 - b. Month 4: Identify recipients
 - c. Month 5-6: Contract with successful applicant(s)
2. Yearly: Identify at least 5 local areas to conduct outreach to school districts and others to invite their participation in youth self-advocacy training
3. Identify and disseminate materials that promote youth self-advocacy

Timelines established were: **All met** ☒ **Partially met** **Not met**

Progress Report:

Council staff gave two presentations, one on how to participate on boards and commissions and the other about California's sunshine laws and the Brown and Bagley-Keene Acts, for 50 people with cross-disabilities. This presentation was provided as part of CFILC's Leadership Development Series, a series of webinars to develop leadership skills for people with disabilities.

Council staff contacted the self-advocacy youth group at Ventura College to set up a meeting for exploring a collaboration with students and youth involved with the college. The group is composed of about 25 students and 8 faculty support staff.

Staff participated in a 'Get out the VOTE' webinar to obtain information on how to encourage those in our community to vote. Ted Jackson (a SSAN member) was the featured speaker.

The local SSAN representative and Council staff have joined the Consumer Advisory Team (CAT) of the SVILC. Along with cross-disability collaboration, the tasks taken on with this project are twofold: 1) To work with CAT as they design a staff training curricula for residential service providers in the area of rights, communication, and advocacy, and 2) to plan and host an open house at SVILC for people with open cases at the local regional center. Traditionally ILCs and regional centers do not work collaboratively. Although the regional center can provide a large variety of services for its clients, the ILC offers other valuable services and supports. The open house is designed to introduce their services to the community of people with developmental disabilities.

One self-advocate's response to his Council appointment:

"I have lot of accomplishments because of being part of the State Council on Developmental Disabilities as the Statewide Self-Advocacy Rep. I have given surveys, I have heard about public policy and system changes. I have joined the NCI project. I am now officially part of the Area Board because I was appointed by the Governor of California. My next goal is to run for the position to become the regional Rep for the Council. I feel strongly about this because I feel like I can become a strong advocate on this because I want to make a difference. I know that I am already a big part of this already but I want to do more to help change California so that everyone is treated with the same respect."

Evaluation/Results:

As a participant, staff learned some strategies that were shared with the Self-Advocacy Council 6 (SAC 6) members to take back to individual self-advocacy groups.

Staff was successful in planning, organizing, and hosting an open house with an attendance of over 25 people.

The development of a training curriculum was completed as planned.

The self-advocate was successfully appointed to a Council position at the local level.

Transportation was identified as a barrier in regard to the training, so a webinar series was developed to achieve the goals while working around this barrier.

Barriers:

The process of appointments through the Governor's Office is political and uncertain. There are no guarantees to the process and patience is the key. The self-advocate managed the situation very professionally and is excited to represent the Governor through his leadership.

People with disabilities often are not engaged in the voting process for a wide variety of reasons.

Residential staff turnover slowed the process of designing and implementing training.

Objective 1.4: Federal Performance Measures		Total
QA03	Quality assurance programs/policies created/improved	8
QA06	People active in systems advocacy about quality assurance	46
QA08	People trained in leadership, self-advocacy, and self-determination	83
QA09	People attained membership on public and private bodies and other leadership coalitions.	1

1.5	Individuals with developmental disabilities are supported and trained to become effective trainers of other individuals with developmental disabilities who may become leaders
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Implementation Activities:

Planned:

1. Identify participants
2. Curriculum development
3. Trainings

Actual:

1. Identified and developed a group of self-advocates interested in self-governance activities
2. Provided training to self-advocates on:
 - a. Achieving Goals/Dreams
 - b. Cross-Disability Issues (e.g. Head Injury, etc.)
 - c. Individualized Personal Plans
 - d. Integrated Competitive Employment (ICE)
 - e. Lanterman Coalition
 - f. Leadership/Board Responsibilities
 - g. Personal Safety Skills
 - h. Relationships/Marriage
 - i. Self-Advocacy
 - j. Self-Determination
 - k. Self-Governance/Leadership
 - l. Sexual Abuse
 - m. Stigma, Discrimination and Communication
 - n. Transition
 - o. Voting
3. Supported self-advocates in developing curriculum and presenting training at local and statewide levels
4. Provided assistance to self-advocates in outreach efforts to transition-aged students
5. Engaged in activities to support and further the annual Self-Advocacy Conference and its goals
6. Provided facilitation for self-advocates to participate in state-level governance (through Council and its committees)
7. Self-advocates took resources back to their communities:
 - a. Low-cost glasses (1-800-877-5738; <http://www.californiavision.org/patients.html>)
 - b. Low-cost internet service (<http://digitalaccessproject.org/>)

- c. Safety information – Predator Awareness Task Force (<http://digitalaccessproject.org/>)
- d. Work Incentives - Disability Benefits 101 (<http://ca.db101.org/>)
- e. Self-advocacy support (<http://autisticadvocacy.org/chapters/padsa>)
- f. Health Care and Wellness
 - 1) “The Road to Wellness: Accessing Medical Services and Navigating the Managed Care System” (<http://www.dds.ca.gov/Wellness/docs/medicaldirectorybklt.pdf>)
 - 2) Live Well (www.fnrclivewell.com)
 - 3) Guide to Healthy Living (http://www.dds.ca.gov/ConsumerCorner/docs/GuideHealthyLiving_English.pdf)

Activities undertaken were: ☒ **All met** **Partially met** **Not met**

Timelines:

1. Year 1: Identify a cadre of self-advocate leaders to become trainers of other self-advocates
2. Year 2: Develop curriculum with this leadership team
3. Years 3-5: Sponsor regional and statewide self-advocacy leadership trainings

Timelines established were: **All met** ☒ **Partially met** **Not met**

Annual Progress Report:

Council staff provided facilitation for a self-advocate at the local MH board meeting, where he was able to share ideas for group consideration that would bring the community together and provide education about safety, preventative factors to avoid head injury and cross-disability information. Due to the self-advocate’s participation in these meetings, the Board has accepted his application to join their governing board.

Staff participated in candidate interviews for students applying to the Youth Leadership Forum (YLF). All of the candidates are high school-aged students with a disability from the region who are interested in self-advocacy and leadership.

Council staff organized a regional self-advocacy meeting, attended by 109 people. Disability Rights California and DRC/Office of Clients Rights Advocacy presented the Game of I.C.E. (Integrated Competitive Employment) and Council staff d and distributed more than 300 copies of a regional self-advocacy newsletter.

Staff coordinated and facilitated a meeting with self-advocates from different regions and provided training about the Lanterman Coalition, integrated competitive employment, voting, and safety skills.

In cooperation with the Statewide Self-Advocacy Network (SSAN), staff has worked on recruiting self-advocates and enlisting community outreach support, which has included presentations to parents, providers, and self-advocates. Through this outreach effort, self-advocates now attend service provider and family resource center's committee meetings and are actively educating the community about self-determination.

Staff provided facilitation to two self-advocates to develop their leadership skills and fulfill their roles as board members. Materials are reviewed on an as-needed basis and assistance is provided as self-advocates prepare reports to be given at bimonthly board meetings. Additional facilitation support was provided to assist a board member in preparing for a presentation she was going to provide to transition-aged students. During her presentation, she spoke on the importance of using one's voice and how being involved in self-advocacy related activities can impact the number of opportunities for leadership experiences people could have.

Staff met with administrators at a local district's transition program to coordinate the first governance meeting of the year, which was attended by 33 student representatives from eighteen transition sites. Following the meeting, each representative was given a packet to take back to the individual self-advocacy sites. At the next meeting, 32 representatives came back to the governance meeting and shared their successes and listened to the presentation on leadership, self advocacy and the importance of not only having dreams but to develop a plan to make dreams become reality. Many students related dreams of finding employment, getting a GED, and going to college or a trade school.

Council staff provided information, support and materials to a local People First chapter for the annual officer retreat. The chapter created a strategic plan for the coming year and identified goals in the areas of training, community service projects, legislative advocacy, outreach strategies/activities and leadership development.

Staff arranged for a self-advocate to talk about the role and duties of an officer on a board and how the election process will work at the next governance meeting. The training also included the benefits of being involved in a self-advocacy group and how being an officer and attending

trainings such as 'Partners in Policy-Making' has helped develop leadership skills. During the next meeting, the representatives held elections for officers. Each nominee gave a speech about why they would be the best candidate for the position. Some students came with prepared speeches and posters highlighting the reasons they should be elected for the position. Following the elections, incoming officers scheduled the next Governance meeting and reviewed the roles they will take at the next meeting. 29 students were in attendance.

Staff met with self-advocate board members to review five grant proposals submitted to the regional Council office for the upcoming Cycle 37 local grants selection process. In preparation for chairing the Grants committee, staff facilitated for the chair and other board members in analyzing the requests for proposal. Staff also provided facilitation to self advocate board members during the Executive Committee

Council staff provides facilitation for the Governor's appointee to the State Council on Developmental Disabilities for the Administrative, Executive, AdHoc, MTARS, and SAAC committees.

Staff provided technical assistance and training to a local Self-Advocacy Board in arranging the logistics for a regional conference.

Staff participated in in a regional conference, 'Let's Grow Strong Again.' Keynote speakers included Shelly Anderson and Jenny Parker, Alexa McBride from YoDisabled!, David Park from People First of Canada, and David Moshier. The conference opened with a Health Fair that was open to everyone. Saturday morning began with a sales and information fair, and afternoon breakout sessions included topics ranging from self-improvement to remembering the past and looking to the future. The conference included over 100+ attendees, with people with developmental disabilities, staff and other professionals.

Staff participated in a conference that served approximately 65 people on topics related to self-advocacy. Some of the breakout sessions included: 'Support, love, let go' (10 attendees); 'Stigma, discrimination and communication' (7 attendees); 'Using stories for self-advocacy' (16 attendees); 'Reducing risk of sexual abuse' (5 attendees); 'Employment and benefits' (7 attendees); 'IPPs' (6 attendees); and 'Self-determination' (22 attendees).

Staff provided facilitation and assistance for the regional Council rep in preparing a (Powerpoint and scripted) presentation on the SSAN Survey Results at the full Council meeting.

Staff continues to work with the local school district TRACE program to strengthen the self-advocacy/governance group by providing facilitation to officers as they prepare meeting agendas, establish ground rules, and plan an end-of-year activity. During the monthly governance meeting, the group was provided with facilitation and information on the upcoming self-advocacy People First conference. As a result of the conference outreach efforts with TRACE, 18 students registered and attended the self-advocacy conference. 20 students typically attend monthly governance meetings.

Staff provided support to two self-advocate leaders in developing and giving a presentation on the topic of relationships and marriage for people who have significant disabilities. Over 100 people attended the presentation.

Barriers:

Increasing the involvement of self-advocates in self-determination is limited by the ongoing need for accommodations and para-transit services (which are inconsistent) and which makes consistent, timely attendance at meetings difficult. Fully educating the community about self-determination and self-advocacy has been limited by attempts to identify all of the potentially affected communities and gaining the support of 'gatekeepers,' who may not all encourage or facilitate distribution of information. The regional self-advocate/representative is working with volunteers to create materials and presentations for the self-determination project.

There appears to be an all-inclusive lack of client participation in Board decisions.

Financial barriers may limit the scope of the planned conference.

Some of the students have limited reading skills and materials need to be adapted to be equally accessible.

Students rely on public transportation to get to the meeting site, which impacts arrival and departure times.

The grant process is complex and must be studied carefully to make the best decisions possible. Because of travel restrictions, the meeting was conducted by conference call, which was challenging.

The application process through the Governor's office is a very political process, which can be challenging for self-advocates, who may want an update and information on a weekly basis.

Some officers have a difficult time getting to meetings due to work schedules.

Limited regional staffing and resources impacts the range of support and facilitation available to assist self-advocates in fully accomplishing tasks. Transportation between counties is a problem, which makes it difficult for self-advocacy leaders to attend all training events.

The cost of conferences and transportation create financial barriers that are challenging for attendance by self-advocates.

Evaluation/Results:

Feedback from the students regarding the self-governance meetings was gathered by teachers and shared with the administration. The students reported that they enjoyed coming to meetings and almost every student brought packets back to share with the group.

The self-advocate was able to understand the issues and make an informed recommendation to the Executive committee. In becoming confident and informed, he was able to be successfully chair the meeting.

The relationship presentation received very high satisfaction ratings on satisfaction forms.

Staff frequently checks in with self-advocates to determine if the provided level of support is adequate or if a different type of support is needed.

“I want to do more to help change California so that everyone is treated with the same respect. I want to build up my strengths to pay things forward and to be a voice for individuals that cannot speak up for themselves. Always remember that we can never do this alone; it always takes teamwork. Thanks for allowing me to be part of a positive and productive team that is going to help plan for changes in California for individuals with disabilities.”

The conference included an evaluation for each breakout session and an overall evaluation of the conference. The results reflected people enjoyed the conference and learned a lot.

Surveys were handed out at the conference, with 18 surveys returned, 17 of which indicated that the conference would increase the ability of people with disabilities to access services and support in the community.

An evaluation of the meeting was completed by the members, who reported that they were very happy with the action plans developed at the meeting.

A local self-advocate is a strong, active member in the region. Having lived outside of California, she has used self-determination in the past. She is now excited about having the concept of self-determination become law here in California. Recognizing the potential of the Statewide Self Advocacy Network (SSAN), she decided to join in order to promote awareness for California's new law. Recruiting members to SSAN, she has now designed a presentation on self-determination. She used materials from the State Council, Disability Rights California, and the Autism Society of California. With her active participation, the SSAN prepared a self-determination PowerPoint presentation. Once this project was complete, she then offered the presentation throughout the local county and general catchment area. At the Council office, she held six (6) train-the-trainer presentations and then provided trainings at residential and day service sites. Trainings were also provided in two Spanish-speaking communities. Furthermore, she and other self-advocates co-presented with staff and board members in most of the trainings, with parents, people with disabilities, and providers in attendance. Over 120 people were informed about self-determination and many have informed the regional center that they wish to be considered for self-determination when it becomes available, as a result of her efforts.

"I love being on the Council's Regional Advisory Committee. I like helping people with disabilities, so they know they have the right to want what they want out of life. They can make their own decisions. I get to meet new people."

Objective 1.5: Federal Performance Measures		Total
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	800
CS01	Individuals receive formal/informal community supports	49
CS03	Formal/informal community supports programs/policies created/improved	1
QA05	People trained in quality assurance	30
QA06	People active in systems advocacy about quality assurance	6
QA07	People trained in systems advocacy about quality assurance	55
QA08	People trained in leadership, self-advocacy, and self-determination.	647
QA09	People attained membership on public and private bodies and other leadership coalitions.	6
HE05	People trained in health care services	8
EM07	People trained in employment	8

Goal 2: Rights Training & Advocacy

Individuals with developmental disabilities and their families become aware of their rights and receive the supports and services they are entitled to by law across the lifespan, including early intervention, transition into school, education, transition to adult life, adult services and supports, and senior services and supports.

Areas of Emphasis	Planned	Areas Addressed
Administration		X
Child Care		
Cross-Cutting		X
Education & Early Intervention	X	X
Employment	X	X
Formal and Informal Community Supports	X	X
Health	X	X
Housing		
Quality Assurance	X	X
Recreation		
Transportation		X
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		X
Demonstration of New Approaches to Services and Supports		X
Informing Policymakers		
Interagency Collaboration and Coordination	X	X
Other Activities		X
Outreach		X
Supporting and Educating Communities	X	X
Systems Design and Redesign		
Technical Assistance	X	X
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS	X	X
Disability Rights California	X	X
UCEDD	X	X

Other Collaborators Planned: None

Other Collaborators Actual:

Abilities United
 Ability Tools
 Achieve School
 Alex Rorabaugh Community Center
 Amazing Adults
 American College of Medical Genetics
 Another Way
 ARC
 Arc of Butte County
 Area One Agency on Aging
 Autism Society of Inland Empire
 Autistic Self-Advocacy Network (ASAN)
 Bazelon Center for Mental Health Law
 Butte County Office of Education
 CA Association of Black Social Workers
 Calexico Unified School District
 California Children's Services
 California Department of Aging –
 Behavioral Health
 California Department of Fair Employment
 and Housing
 California Department of General Services
 (DGS)
 California Department of Mental Health
 (DMH)
 California Department of Public Health
 (DPH)
 California Department of Rehabilitation
 (DOR)
 California Department of Social Services -
 Community Care Licensing (CCL)
 California Department of Social Services
 (DSS) – Adult & Child Protective
 Services (APS/CPS)
 California Diagnostic Center – North
 California Mentor ILS Agency
 California State Police/Highway Patrol
 California Supported Living Network
 Carmel School District
 Central Valley Regional Center (CVRC)
 Chico State University – Department of
 Professional Development/Special
 Education Programs
 Children's Hospital of Orange County
 (CHOC)

Children's Receiving Home, Sacramento
 County
 Chinese Parents Association for Parents of
 the Disabled (CPAD)
 Chupparosa
 City of San Jose
 City of Ukiah
 Clarity Arts – Santa Cruz
 College of Adaptive Arts
 College of the Redwoods
 Community Access Center
 Community Builders
 Community Partnerships for Families of San
 Joaquin
 Cystic Fibrosis Research
 Dada Dads' Group
 DC Parent Groups
 Desert Mountain SELPA
 Developmental Disability Provider Network
 (DDPN)
 Disability Organizing Network (DON)
 Disability Resource Agency for Independent
 Living (DRAIL)
 East Los Angeles Regional Center (ELARC)
 Employment and Community Options
 Exceptional Parents Unlimited Family
 Resource Center
 Families Forward
 Family Focus Family Resource Center
 Family Focus Resource Center – California
 State University Northridge (CSUN)
 Family Resource Network (FRN)
 Family Voices of CA
 FamilySoup Family Resource Center
 Far Northern Regional Center (FNRC)
 Fiesta Educativa
 First 5 Mendocino
 Fresno State University – Wayfinders
 Program
 Get Safe
 Glenn County Office of Education
 Grupo de Apoyo
 Guadalupe Cabrera's Epilepsy Support
 Group
 H.E.A.R.T.S. Connection (Bakersfield)
 Head Start

Heart to Heart
 Help One Child
 Home of Guiding Hands
 Hope
 Housing Choices Coalition
 Humboldt County Department of Health and
 Human Services
 Humboldt County Office of Education &
 SELPA
 Humboldt County Public Authority
 Humboldt County Public Guardian
 Humboldt State University
 IDEA Partnership
 Imagine
 Imperial County Board of Supervisors
 Inland Empire Autism Society
 Inland Regional Center (IRC) - Consumer
 Advisory Committee
 Justice for Jeremy
 Kern Regional Center (KRC)
 Kids Crusade
 Kids Safe
 Kings County Mental Health
 KVMR Radio Station - Disability Chat Hour
 Local Community Colleges
 Local Employers
 Local EMS/AMR
 Local Law Enforcement Agencies
 Local Regional Centers
 Local Restaurants
 Local Schools/Districts
 Local Vendors/Service Providers
 Loud Talking Fingers
 Mainstream
 Making Headways
 March of Dimes
 Matrix
 Medi-Cal
 Mendocino College
 Mendocino County Office of Education &
 SELPA
 Military Family Resource Programs
 Mountain Empire School District
 Natomas Unified School District (NUSD)
 North Bay Regional Center (NBRC)
 North County SELPA

North Los Angeles County Regional Center
 Office of Administrative Hearings (OAH)
 Office of Clients' Rights Advocacy
 OnlineRadioStation – Bulletin Board
 Orange County Adult Protective Services
 Orange County Behavioral Health Services -
 Patients' Rights Advocate
 Orange County Health Care Agency
 Orange County In-Home Supportive
 Services
 Orange County Ombudsman
 Orange County Transit Authority
 Parent Institute for Quality Education
 Parents Helping Parents FRC
 Partners in Policymaking
 Pasadena Unified SELPA - Community
 Advisory Committee
 Placer Independent Resource Services
 (PIRS)
 Public Health Department
 Rady Children's Hospital
 Rainbow FRC
 Redwood Children's Services
 Redwood Coast Regional Center (RCRC)
 Region 2 Special Education Local Plan Area
 (SELPA)
 Regional Center of Orange County (RCOC)
 Regional Transit
 Rolling Start
 Rowell Family Empowerment of
 Northern CA
 Sacred Heart School (Coronado)
 San Andreas Regional Center (SARC)
 San Diego Regional Center (SDRC)
 San Diego State Interwork Institute
 San Diego Unified School District
 San Joaquin Community Center of the Blind
 San Joaquin Regional Transit (SJRTD)
 San Jose Unified School District
 Santa Clara County Office of Education
 (SCCOE)
 Santa Cruz City Schools
 SDSU Interwork Institute
 SEEDS Parent Involvement Survey
 Self-Advocacy Council 6 (SAC6)
 Service First of Northern California

Service Providers Advisory Committee
 Shriner's Hospital
 Silicon Valley Independent Living Center
 (SVILC)
 Social Security Administration (SSA)
 Social Vocational Services (SVS)
 Society for the Blind
 Southeast Consortium on for Special
 Education
 Special Kids Crusade
 Spectrum School
 Stanford University
 State Independent Living Centers
 Stockton Mayor's Office
 Stockton Unified School District
 Supported Life Institute
 Take Charge Grant
 Talk About Curing Autism (TACA) –
 Support Group
 TASK
 Team of Advocates for Special Kids
 (TASK)
 Tehama County Coordinating Council
 The ARC of California

Tichenor Occupational Therapy Center
 Toward Maximum Independence
 Tri-Counties Regional Center (TCRC)
 Tri-County Independent Living
 Trinity Change
 Turning Point Community Programs
 UC Davis Mind Institute (UCEDD)
 Ukiah Valley Medical Center
 United Cerebral Palsy (UCP)
 University of California, Irvine School of
 Law
 Urban Skills Center
 Vallejo Community Advisory Committee
 Valley Mountain Regional Center (VMRC)
 VC SELPA
 Vista Del Rio Housing
 WarmLine Family Resource Center
 We Care A Lot Foundation (WCALF)
 WestEnd SELPA Collaborative
 Westside Family Resource and
 Empowerment Center
 Whittier Law School
 Yolo County Office of Education

2.1	On an annual basis, the Council will provide advocacy regarding education, early intervention, community-based services and other services and supports to at least 1,700 individuals and/or families, at least 100 of whom are non-English speaking or limited English proficiency.
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Implementation Activities:

Planned:

1. Outreach
2. Information, advocacy, and technical assistance

Actual:

1. Worked on outreach efforts to Spanish-speaking parents and organizations
2. Distributed the SEEDS Parent Involvement Survey, as an extensive outreach effort
3. Provided IEP workshops for bi- and mono-lingual, non-English speaking parents
4. Provided collaborative training (with regional center) to parents
5. Provided self-determination training to self-advocates
6. Provided advocacy and/or referrals in cases involving civil rights violations and/or suspected abuse
7. Advocated for parents and students with districts and SELPAs to obtain (and/or protect) appropriate assessments and services
8. Provided technical assistance, information, referrals, phone/personal consultations, and training material to family advocates
9. Advocated for family advocates and self-advocates with regional centers for appropriate identification and eligibility, services, and supports

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. On an ongoing basis, families and individuals become aware of available assistance from local offices (area boards) through outreach activities and word of mouth.
2. Local offices (area boards) provide assistance that may include systems navigation, technical assistance, information, attendance at meetings (IPP, IEP, IFSP, assessment etc.) and assistance with due process as appropriate. Ongoing, within available resources

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

In collaboration with a local school district, the Area Board has partnered in providing a series of 9 training sessions for parents. The sessions include the following: (1) Overview of the IEP Process, Timelines and Evaluations, (2) Preparing for an IEP Meeting, (3) 504 Accommodation Plans, (4) Behavior, Discipline and Mental Health, (5) Transition Planning and Services, (6) Overview of Agencies, Programs and Services, Timelines, Evaluation and Assessment, The IEP process, FAPE, LRE, educational Placement, Advocacy Skills and Negotiation, Due process, 504 Accommodation Plans and the Lanterman Act [this session is a full 8-hour training], (7) Regional Center Services, (8) Due Process and (9) Question and Answer Session.

Council staff distributed the SEEDS Parent Involvement Survey to an email list of 452 subscribers. Approximately 183 people opened and viewed the email, while 50 clicked through to the link to complete the survey. The California Department of Education (CDE Special Education Division SED) is working with school districts and parent organizations to gather information on how well parents think their child's school is partnering with parents of students with disabilities. Through use of a survey tool adapted from the National Center for Special Education Accountability Monitoring, CDE-SED plans to gain valuable insight from parents on their perceptions related to parent involvement.

Council staff assisted over 650 people with developmental disabilities and/or their family members with eligibility or service needs, referrals to Disability Rights California, Office of Clients' Rights Advocacy for legal assistance or individual advocacy, referrals to community, state and federal assistance agencies, collaboration with community agencies, and technical assistance on system navigation issues. In the process, staff also fielded over 500 calls for information or other technical assistance and wrote over 100 letters and emails to and/or on behalf of people with developmental disabilities. In working with families and people with developmental disabilities, staff held over 525 meetings to provide technical assistance, planning for IEP/IPP proceedings, and/or otherwise assist people with information and strategies for accessing appropriate services.

Over the past federal fiscal year, staff held 12 trainings for families and professionals and people with developmental disabilities to provide tools for advocating for their rights, programs, and/or other services.

In one case, staff sent a letter to a local school district in a request to create a non-adversarial meeting policy for IEP meetings so that families can fully participate in their child's educational meetings without fear of intimidation. The letter expressed concerns to the Superintendent of the district, and detailed events and requested that the district administration review and retrain its staff on the non-harassment policy surrounding IEPs.

Council staff, in collaboration with the University of California at Irvine School of Law and the Department of Fair Employment and Housing (DFEH), assisted a self-advocate to file a complaint in response to retaliatory termination by his employer.

Staff met with a professional from a local school district to discuss services that are available to people with developmental disabilities and how training can be provided to families to help them more effectively navigate the system.

Bilingual Council staff met with 14 parents, who are members of a support group for monolingual Spanish-speaking parents of children with developmental disabilities, all of whom had questions regarding educational or community supports eligibility and services issues. Eleven of the parents had questions specifically regarding special education.

Council staff presented a workshop on for 15 monolingual-Spanish-speaking parent members of Fiesta Familiar, a parent support group that is part of Fiesta Educativa.

Staff met with parents of adults with developmental disabilities to give an update on the development of a web link for vendors that will be searchable by type of service and location on the local regional center's web page.

In collaboration with the acting director of the local regional center, Council staff provided training to family members and others on Navigating the System during the Parents Helping Parents 'Long and Winding Road' Seminar.

Staff presented an IHSS workshop in Spanish for 24 monolingual-Spanish-speaking parents at the TACA (Talk About Curing Autism) parent support group. TACA's Spanish Program Outreach Coordinator sent an email after the presentation, thanking staff and stating, "It is people

like you who also help educate parents so they can, in turn, hopefully help their children receive appropriate services unique to their needs."

Council staff was invited by a local Family Law Collaborative group to speak on educational rights, assessments, and services. Many of those in attendance were attorneys or psychologists who work directly with families in need of services, but who may not know their rights.

Barriers:

Many, if not most, parents who contact Council staff are experiencing adversarial relationships with those in a position to offer or withhold services for them and/or their children.

A comorbid diagnosis (of developmental and psychiatric disability) has significant impact on many areas in education for children and young adults, including least restrictive environments (for placement), agency collaboration, awareness of/access to generic and community-based resources, multiple and confusing agency roles, and complexities related to identifying the 'payer of last resort.'

It is not easy for the average family of a child with a disability to thoroughly understand all the laws, policies, and procedures related to the education of a child with unique, disability-related needs. Special education appears to be under-funded and yet, increasingly, school districts are contracting with lawyers who make due process even more difficult for the average family to maneuver without their own legal counsel.

In rural areas, students are often placed in inappropriate classrooms that do not meet their educational needs/goals. District staff often appears to be controlling access to services/resources.

Reductions in and/or restrictions on funding has resulted in the narrowing of available service providers and vendors in many areas, especially rural regions.

Only one other local agency (FamilySoup) has the resources and mandate to provide an advocate to attend some IEP meetings. FamilySoup serves a 3-county rural area. Most agencies limit support to phone counseling and trainings. Families desperately want an individual advocate to accompany them to difficult IEP meetings, although a viable resource for this level of support has not been identified. Many parents and community members are very upset that Council staff is no longer able to provide this level of direct advocacy.

High (service coordinator) caseloads in the local regional center system have resulted in poor quality advocacy and follow-through with problems. Regional center service coordinators are not providing sufficient advocacy to meet the unique needs of the clients in their caseloads and often fail to inform families and adults with developmental disabilities of outside resources. The concern regarding violations of individuals' rights is indicative of gaps in the oversight of vendors by local regional centers.

A consistent methodology by the regional centers for completing the intake and assessment process in regard to suspected disability does not appear to be in place and/or effective. Best practice guidelines for assessing autism exist but are not consistently used. There appears to be considerable ambiguity around best practices when assessing other areas of disability.

Several wage and hour issues are beginning to impact the viability of supported living services, including changes to over-time regulations, increases in the minimum wage level, and employer obligations associated with the Affordable Health Care Act. Currently, there have not been any adjustments to the rate setting mechanism for supported living services. These needs are becoming so significant that the viability of supported living as a residential service option are in question.

Evaluation/Results:

In one case, a school district had not responded to a parent's request for an IEP for 6 months. Council staff was able to successfully schedule the meeting, after which the district held an 'all-staff' training at the high school on the IEP process, benefitting all students and their families.

Districts are demonstrating an increased willingness and interest in working with families in a collaborative effort. Families are more informed of their rights and demonstrating an increased ability to advocate directly for their children. Further, districts and families are working more collaboratively without intervention from the Area Board by both families and school districts.

Due to the relationships developed between Council and local district staff, sometimes a phone call or email to the district is sufficient to move the IEP process along to meet a child's needs.

Families are encouraged to call back if not assisted by other agencies. Local staff have received no return phone calls. We have heard from other agencies that their volume of calls has increased, many of which were referred specifically from the local Council office.

Activities in this objective area are evaluated based on whether or not advocacy goals were accomplished. Typically, the results of special education advocacy have been positive. Such results include students receiving necessary services, a district assessment or IEP and students being placed in the least restrictive environment. Additionally, collaboration with school districts has been a positive outcome.

One matter was referred to a collaborative community partner, Whittier Law School, which has a pro bono special education clinic that contracts with the local regional center. Other cases are still pending.

There was no formal training evaluation completed. Attendees were very pleased to receive the information and much time was spent answering parents' questions.

Given the Council's limitations, we are unable to satisfy the person's request for representation.

A general discussion was held at the end of the presentation, including a question and answer session. As a result, there were 18 people who learned about client rights with respect to identifying available services and learning about how to request them.

“Three years, ago my life was in a very different place; both of my sons were struggling in school. As a parent I was scared, heartbroken, and at a loss as to how to help them. Each night was full of tears and behaviors that demonstrated how unhappy my sons were. When I sought the assistance of Council staff for advocacy, in regard to special education services, I had exhausted all of the knowledge and resources I possessed to advocate on behalf of my sons. Staff met with me and listened to my concerns; they read through various documents and assessments. Most importantly, they got to know both of my sons as individuals to really understand each child, their abilities, and their social-emotional and educational needs. They did a phenomenal job of improving relationships between me and the school, at both the site and district level. They taught me how to be a more effective communicator and advocate for my boys. They helped facilitate the creation of educational plans designed to meet my sons' specific needs, and even assisted obtaining a change of placement, when needed. My boys are still behind their neuro-typical peers in most areas, but receiving an individualized education program that affords them appropriate accommodations and modifications has allowed to them grow academically, socially, and emotionally. There are too many successes to share, but one that was recently brought to my attention relates to my older son. He was reading at a pre-K level entering third

grade. Two years later - at the beginning of fifth grade - he is reading at approximately a third grade level!! Although he is still significantly behind, this is a tremendous success. I believe that, without the assistance of staff, he would have continued in his same placement, which would have resulted in his continued stagnant performance. I cannot put into words the gratitude I have for the advocacy we have received through the local Area Board and the difference it has made for our family."

Objective 2.1: Federal Performance Measures		Total
CS01	Individuals receive formal/informal community supports	946
CS05	People trained in formal/informal community supports	1,176
CS07	People trained in systems advocacy about formal/informal community supports	45
ED01	Students have the education and support they need to reach their educational goals through Council efforts	1,402
ED02	Infants and young children have the services/supports needed to reach developmental goals through Council efforts	5
ED03	Students transitioned from school to community and jobs	4
ED07	Education program/policies created/improved	7
ED09	Schools improved IEP practices	49
ED11	People trained in inclusive education	208
ED13	Parents trained regarding their child's educational rights	1,752
EM01	Adults have jobs of their choice through Council efforts	1
EM07	People trained in employment	89
HE01	People have needed health services through Council Efforts	9
HO01	Individuals have homes of their choice through Council efforts	4
TR05	People trained in transportation	1
QA03	Quality assurance programs/policies created/improved	7
QA08	People trained in leadership, self-advocacy, and self-determination.	42
CC01	Public policymakers educated by Council about issues related to Council initiatives	37
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	265

2.2	Individuals with developmental disabilities, their families and their support and/or professional staff will increase their knowledge and skills so as to effectively access needed educational and/or community-based services through at least 50 trainings, conferences, workshops, webinars, and/or resource materials developed by the Council on topics such as rights under IDEA, rights under California's Lanterman Act annually.
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Implementation Activities

Planned:

1. Trainings
2. Identify materials and translate into threshold languages

Actual:

- A. Provided training to family and self-advocates, community members and professionals in the following areas:
 1. 504 Modification/Accommodation Plans
 2. Abuse Prevention & Response
 3. Abuse of People with Disabilities
 4. Access to Health Care & Personal Health Advocacy
 5. Alternatives to Conservatorship
 6. Appeals Process
 7. Assistive Technology
 8. Attack of the Killer Foods
 9. Behavioral Supports for Parents
 10. Behavior, Discipline & Mental Health
 11. Bullying and Safety Skills
 12. Civil Rights
 13. Consumer Rights
 14. Compliance Complaints Procedures
 15. Due Process for Special Education
 16. Educational Services, IEP, & Fair Hearing Rights
 17. Eligibility Criteria for Regional Center Services
 18. Enough is Enough: Anti-Bullying Strategies for Students with Developmental Disabilities
 19. Federal & State Special Education Laws
 20. Health, Nutrition & Wellness (e.g. exercise, portion control, cooking demonstrations, food safety, etc.)

21. Home-Schooling Options to Avoid Truancy Proceedings
 22. Inclusion
 23. IPP/IEP/Individual Planning Process
 24. Lanterman Act & Individuals' Rights
 25. Life Cycle Planning
 26. Mental Health services
 27. Navigating the Services System
 28. Non-Public Schools
 29. Online Resources
 30. Post-Secondary Community Options
 31. Quality Assurance
 32. Regional Center Fair Hearings: Improving Your Chance of Successful Outcomes
 33. Regional Center Services
 34. Self-Determination
 35. Social Security Benefits Planning
 36. Social Security Income (SSI) Disability Benefits
 37. Special Education Advocacy
 38. Special Education: Due Process
 39. Special Education: Rights and Responsibilities
 40. State Council Role
 41. Staying Safe: Strategies to Prevent Abuse
 42. Strategies to Increase Related Services
 43. Transition Assessment: From Mandates to Practices that Lead to Successful Outcomes
 44. Transitioning from the Educational System to Regional Center Services
 45. Transitioning Your Child
 46. Understanding the Regional Center: Fair Hearings and Complaint Procedures
 47. "Getting Regional Center Services through your IPP" for members of the Chinese Parents
 48. Association for Parents of the Disabled (CPAD), which was simultaneously translated by CPAD.
 49. An in-house training on SSI benefits and IHSS eligibility.
 50. Materials included RO 11's IPP handout and PowerPoint; SSI FAQs; and IHSS forms.
- B. Provided materials with the following subjects/titles:**
1. *Rights* - poster
 2. Area Board & SCDD brochures
 3. Practice Democracy handout
 4. "Think Before You Speak"
 5. Informational materials on Self-Advocacy
 6. Flyers for upcoming events
 7. Lanterman Act Booklets

8. "Consumer Guide to the Lanterman Act" booklets
9. Information on Self-Determination
10. Information on IEP rights
11. 421-page training manual
12. 55-page training manual
13. 782-page training manual
14. 87-page training manual
15. Meeting notes and additional resources
16. "Consumers Guide to the Lanterman Act" booklet
17. 45-page Transition Guide
18. "So You're Turning 18" Pamphlets
19. California Office of Administrative Hearings flyer
20. Area Board 3 flyer
21. 77-pg training manual
22. Area Board 3 info sheet & SCDD Brochure
23. "Your IPP, It's Not Just a Piece of Paper"
24. "From Conversation to Action"
25. "Importance of Including Your Child in the IEP"
26. "Surviving Due Process"
27. "Writing a Due Process Letter"
28. Wrightslaw on Tests and Assessments
29. "Your IPP, It's Not Just a Piece of Paper", "From Conversation to Action".
30. "Special Education, You Can Do It! IEPs" by DRC,
31. Guide to IEP, Parent Rights/IDEA Book,
32. Transition to Adult Living,
33. Turning 18,
34. Wrightslaw,
35. AB3 Flyer, IEP sequence.
36. Office of Administrative Hearing's "Questions & Answers
37. Handouts, aside from PowerPoint, included: CDSS Documents relating to IHSS and Disability Rights California publications
38. Individual Program Plan Strategy Guide
39. "Enough is Enough: Anti-Bullying Strategies for Students with Developmental Disabilities, Their Families and Their Schools."
40. Also provided the following handouts in Spanish from the Pacer Center in Minnesota:
41. Creencias Comunes Acerca de Bullying (Common Myths About Bullying)
42. Hable con su Hijo Acerca de Bullying (Talking to Your Kids About Bullying)
43. Utilice el IEP del Nino (Using Your Child's IEP)
44. Mantenga un Registro (Keeping Documentation)

45. Notificando a los Administradores de Escuela del las Preocupaciones de Acoso (Notifying Administrators About Abuse)
46. Raising a Safe, Independent Self-Advocate, by Stuart Haskin
47. Stuart Haskin's Tips on Abuse, Prevention, and Response
48. Ending Abuse - Training and Treatment Resources in Los Angeles County for Children and Adults with Developmental Disabilities: Their Families and the People Who Support Them
49. USC UCEDD materials:
 - a. What is Child Abuse (English and Spanish)
 - b. How Do I Know if My Child Has Been Abused (English and Spanish)
 - c. What Should I Do If I Think My Child Has Been Abuse (English and Spanish)
 - d. What Can I Teach My Child To Help Keep Her Safe (English and Spanish)
 - e. How Can I Keep My Child Safe (English and Spanish)
50. DRC:Office of Clients' Rights Advocacy Brochure
51. Office of Administrative Hearings: "Lanterman Act Fair Hearing Process"
52. Individual Program Plan/IPP Basics" (English & Spanish)
53. DRC: "Request for IPP Meeting" form
54. DRC:Office of Clients' Rights Advocacy Brochure
55. Office of Administrative Hearings: "Lanterman Act Fair Hearing Process"
56. Individual Program Plan/"IPP Basics" (English & Spanish)
57. DRC: "Request for IPP Meeting" form
58. Inland Regional Center: New IPP signature page with Fair Hearing and Complaint Rights attached
59. IEP Basics
60. IEP strategies
61. "18 Tips for a Quality Education"

Activities undertaken were: All met  Partially met Not met

Timelines:

1. On an ongoing basis, offer or co-sponsor or publicize trainings for families at the local level which address educational issues and/or how to access and retain community-based services in collaboration with federal partners and others.
2. On an ongoing basis, identify the most effective materials, as determined by participant evaluation, and disseminate widely using the web and other means. Translate into threshold languages as appropriate.

Timelines established were:  All met Partially met Not met

Annual Progress Report:

Training is a cornerstone activity for the Council and is foundational in building capacity in the family and self-advocates that we serve. Over the past year, Council staff reported completing 112 trainings, although there were multiple sessions/presentations given during the course of conferences and large seminars, of which there were several. Training was given by Council staff, often in partnership with federal, state, and regional partners, and presentations and trainings were given within agencies, parent support meetings, schools/districts, self-advocacy meetings, resource fairs, conferences/seminars, and in small group settings. Audiences for these trainings ranged in number from fewer than 10 attendees to hundreds of attendees. At every event, Council staff (and partnering agencies) brought and gave out training materials, brochures, flyers, and resources, reaching thousands of self-advocates, parents, family members, community advocates, and professionals, in addition to providing translations and materials in alternative formats/languages.

There are many more activities in which the Council participates, through its regional offices, to collaboratively build systemic change and promote advocacy efforts – for this goal area and others.

Telephone callers are routinely assisted referrals to generic services and agencies within the community such as 211, the Departments of Public Social Services and Rehabilitation, California Children Services, Community Access Center, Rolling Start, Autism Society of Inland Empire, Child Protective Services, Adult Protective Services, Medi-Cal, and many others.

Council staff met with the Disabled Student Program and Services Advisory Committee Meeting with the College of the Redwoods. CR-DSPS serves approximately 16% of the total student population, whereas other community colleges 3-7%. College staff explained that the community education classes that are most used by people with disabilities are not being offered at this time because of the lack of instructors. Council staff assisted in extending the deadline for employment and worked to get the job opportunities out into the community and network to see that these positions were filled and classes offered to the population we represent and serve. Due to Council persistence and assistance, they are now offering 5 community classes to people with developmental disabilities, as well as community members, on an ongoing basis.

Staff coordinated training with We Care A Lot Foundation's (WCALF) Consumer Abuse Awareness Team (CAAT). CAAT's mission is to educate professional and support staff who work inside and outside of the developmental disabilities service system, focusing on the "culture of abuse" that

surrounds people with developmental disabilities, a culture that appears to thrive - not because people have disabilities - but because they have been denied respect for personal boundaries and privacy, in addition to being taught dependency and unquestioned compliance by those who are supposed to protect them.

Anecdotal information and data from various National Core Indicator reports shows that families and individuals receiving support from the regional center do not feel they are fully informed of the services available to them. Council staff has joined a Disability Collaborative to look at this issue. Meeting attendees requested information to help people navigate the complex system of service delivery. Council staff has designed its first of several “Road Maps” to services, based on a decision-tree designed to assist families as they make choices for residential placement. Also important to navigate the service system is a service directory to assist families in knowing what services and providers are available. The current regional center directory is a PDF spreadsheet that is hard to access and difficult to use. At the request of Council staff, the regional center has agreed to create a searchable vendor directory that will enable parents, providers, and individuals to be able to review service providers by type and location.

A Council conference brought together 330 individuals in more than 40 sessions addressing the following topic areas: Abuse Prevention, Access to Health Care, Assistive Technology, Life Cycle Planning, Mental Health services, Nutrition and Fitness, Personal Health Advocacy, Positive Behavior Supports, Recreation/Leisure, Safety and Emergency Preparedness and Trust Management. Conference participants attended sessions that provided how-to information about acquiring services in local communities.

Council staff is active with a local ‘Wellness Initiative’ that addresses health and wellness needs of people with developmental disabilities within the region. The Initiative provides training (‘Attack of the Killer Foods’), a look at supports and services provided by direct care staff (e.g. healthy eating, cooking demonstrations, food safety, portion control, etc.), and wellness activities (e.g. stretching and exercise).

A Spanish-speaking parent contacted Council staff to request that CAC meetings be held at varying times to accommodate the schedules of parents. The CAC has struggled since at least the 1980s to increase parent participation; this is only the second year that the CAC has had consistent parent participation, although parents who attend meetings have repeatedly voted to keep the same meeting time. In order to accommodate other parents who cannot attend regularly scheduled CAC meetings, staff

arranged for a separate meeting for Spanish-speaking parents, who asked for additional information about special education services. Disability Rights California/Office of Clients Rights Advocacy provided the training to family members. Staff takes notes at meetings and distributes them and additional resources to families at least once per month. This information is given in English and Spanish to email and mailing lists of more than 90 families.

Staff participated in a local Transition Fair, in which they presented to 20 people about the role of parents in preparing children for success. Staff also supported three self-advocates, who presented to 80 parents and professionals in the general session about their careers, and they also assisted with the presentation on the role of parents. As a result of this fair, staff is working with families on transition issues and the importance of securing quality adult services.

Staff referred several people to the Disability Resource Agency for Independent Living (Drail) for information regarding employment-related issues and Social Security benefits planning and mailed out information regarding Employment First and Self Determination. Each regional office has referral information for parents, although direct advocacy resources are rare and difficult to obtain. Parents and their cases are frequently turned away.

Staff regularly holds IEP clinics for families. Staff reviews students' current situation and concerns/issues and parents are trained on how to advocate for their child(ren)

Council staff collaborated with Disability Rights California Office of Clients Rights Advocacy to provide advanced training on regional center appeals, fair hearings, §4731 complaint process, and §8331 citizen comments. The presentation was very well received by all who attended.

Staff attended 'Understanding Transition Assessments: From Mandates to Practices that Lead to Successful Outcomes,' by Cathy Thoni from the California Diagnostic Center - North at UCD Mind Institute. Special Education and Transition are critical issues in California and it is important that staff understands the process and related issues. Staff shared the marketing flyer for this training with a list of 700 email addresses.

Staff attended The Disability Organizing Network's 'Election Summit 2014: Using Technology to Increase the Rural Disability Vote' at the Secretary of State's Office. Staff was educated on a variety of adapted and accessible voting machines and learned about the voter registration process, history, and

resources to assist individuals with disabilities. Staff will encourage voter registration in each community by adults with disabilities over the next election.

Staff attended the 'CMS HCBS Settings Regulation: An Overview' webinar and was educated on the new CMS regulations and the service and support changes that will be occurring throughout the system in coming years. This information will be the topic of Council training given to family and self-advocates throughout the state over the next couple of years.

Staff provided technical assistance to the Self-Advocacy Council 6 (SAC6), with over 150 self-advocates from five counties in attendance. EMS, fire, and law enforcement personnel members of the California Highway Patrol provided valuable information on preparedness in the event of a disaster, as well as how people can help them during emergencies.

Staff developed medical ID cards for distribution. The medical cards will be included in newsletters to approximately 1,500 IHSS recipients, with instructions on how to complete, cut out, and carry at all times. This will also serve as an important reminder to update information regarding medications, allergies and emergency numbers. Both small and large-font formats (for low vision) will be available.

Staff presented an Inclusion Institute seminar entitled, 'Staying Safe: Strategies to Prevent Abuse.' The keynote speaker was Stuart Haskin, founder and director of Get Safe. Emphasis was on how to teach abuse prevention skills to a child, building healthy relationships, and recognizing and reporting abuse. Simultaneous translation was provided in Spanish.

Council staff presented a training on Social Security Income (SSI) Disability Benefits for monolingual-Spanish-speaking members of TACA's parent support group. TACA's Spanish Program Outreach Coordinator sent an email after the presentation, thanking staff and stating, in particular, that "It is people like you who also help educate parents so they can in turn hopefully help their children receive appropriate services unique to their needs."

Staff maintains a mailing list of Spanish-speaking families and provides rights and service information to Spanish speaking families about regional center services and educational rights. Staff also translated materials for the local Advisory Committee into Spanish and disseminated the information to 25 Spanish-speaking families. In response to concerns raised by staff that Spanish-speaking families with complaints about service coordinators could not talk effectively with management staff, the local

regional center hired a Spanish-speaking supervisor. Staff is now working with the regional center to plan outreach workshops to Spanish-speaking families.

Barriers

Professional development training for direct care staff is often neglected, due to lack of resources and poor implementation or oversight of program policy.

The local regional center does not have in-house education advocacy expertise or support available. Case managers are regularly directed by supervisors to consult with Council staff on education issues. While wanting to help students and families, Council staff does not have the resources or mandate to provide direct support to regional center families. In some cases, service coordinators have been instructed by management to not speak at IEP meetings, limiting the effectiveness of even knowledgeable case managers. On several occasions, district administrators have complained to regional center management that staff was advocating excessively. In some cases, the case manager was instructed to scale back advocacy efforts.

Many California regions are rural, with many recipients of IHSS services not able to attend advisory meetings or be heard by the people/agencies that administer services for people with disabilities and seniors.

There continues to be an ongoing lack of understanding about special education law and procedures.

Attendance at events during summer months is poor, due to vacations and other accessibility factors, such as transportation, which poses a very different problem. Extremely hot weather also contributes to small turnout by public-transportation-dependent group members. Current Dial-a-Ride applications have proven to be difficult for people to understand and properly fill out.

There is a lack of employment opportunity in the catchment area. People in the community need to share knowledge regarding best practices and effective techniques for securing and maintaining employment for people living with a developmental disability.

School districts have been limiting services and supports, and parents are largely without sources for direct advocacy support.

Evaluation:

Of the 16 surveys completed, 15 rated the "Overall Quality of the Seminar" a 5 (the highest rating possible) and 1 rated the Seminar a 4.

Individuals and agencies responded positively to this event. It as a valuable activity and facilitates individuals and families to make informed decisions and choices concerning post-secondary life.

Everyone who attended were given evaluation surveys and the feedback was 100% positive

2 evaluations were completed and both rated the training a 5 out of 5, with 5 being the highest score.

Sample of comments:

“The information was great and the training was very much needed”

“Details on the process and most common mistakes parents have made”

“Professionalism and thoroughness of presenter”

Evaluations were completed by 24 people. 16 rated the training 5 out of 5; 7 rated the training 4 out of 5; 1 rated the training 3 out of 5 – with 5 being the highest.

Sample of comments:

“I left the training feeling better informed and more of an advocate to other alternatives, when the school district isn’t accommodating. All CPS, foster parents and social workers need to take this training”

“Honesty about the obstacles school districts place on coordinating IEPs, services and expectations of foster youth”

“Tips, key phrases, clarification of the law, identifying common things districts do to avoid handling needs of students, support for parents and advocates”

“The knowledge base of the instructor”

“Learning the difference between SST, IEP, and 504 Plan”

Sample of comments:

“Could be better organized”

“Lots of valuable info and resources”

“Able to ask specific questions about IEP rules, etc.”

“Need longer training”

"Liked the resources that were given out"

"Liked the specific examples of cases discussed by Mr. Varma"

"Great job"

"discovered other options besides Alta services"

"liked the info that was NOT on the handouts, like where to have a hearing, the culture of the regional centers, etc."

"great information...I learned a lot. Thanks so much"

"detailed responses to questions"

"helpful tips about actual fair hearings"

"legal point of view and tips on how to help with my issue"

"Katie is very educated and passionate about the topic"

"liked effectiveness of presenters"

"It was nice to get together with others and hear what is out there for our children. The facilitators were very knowledgeable and provided great feedback"

"liked hearing from parents"

"Judge Varma was very approachable and willing to take questions"

"I enjoyed the presenter. It was excellent information for parents"

"would like to have a training aimed at educators"

"this is such a difficult subject to grasp, the more presentations the better. I think the outreach is great. Having all parties informed makes for a smoother process"

"liked handouts"

"informative and engaging"

"I liked the Q and A at the end"

"would like to do some practicing and have sample forms"

"slow down a bit, provide presentation handout. Liked 'common mistakes made by parents'"

“Informative training on assessments used during the Transition phase from school to post-school life.”

“Informative training. Staff will share information with our community.”

“Informative training. Staff will share information with our Board and the community.”

“Staff will share information with our Board and the community.”

The webinar provided a survey at the end and then sent out the webinar on its website for many others to view at their leisure.

Individuals who called expressed greater understanding of issues. Individuals are aware they can call again if need arises.

There was no formal evaluation. Attendees were very appreciative and enthusiastic about the presentation and many stayed for more than an hour after the training, talking with the judges.

There was no formal evaluation. Consumers appreciated the training and asked many questions re: how to access services they needed.

Surveys collected from 27 of 30 attendees. Survey feedback included: "Thank you so much, it was very informative"; "I think it was perfect"; "This was very helpful. thank you very much for providing this seminar."

Training participants were surveyed and they reported that they were trained on community supports.

Thirty-three (33) parents returned surveys with comments such as:

"thank you, excellent knowledge base for all aspects of special needs services"

"great information"

"very informative"

“great presentation”.

Satisfaction surveys were provided, and the results were favorable.

Evaluation forms were returned by 41 people, answering 4 questions:

The presentation was important: 36 strongly agree, 3 agree

The speaker was clear and easily understood: 37 strongly agree, 3 agree

I learned something new from this program: 36 strongly agree, 4 agree

The site was convenient and comfortable: 32 strongly agree, 6 agree, 3 disagree

Very positive results on the survey completed at the end of the training.

All evaluations rated the training "excellent" (76%) and/or "very good". Comments included:

"Very, very thankful for all this - I was so nervous but feel I have a base now."

"Very helpful materials and resources!"

"All was great."

The one suggestion for change made by several respondents was to provide more time for questions.

Satisfaction survey was distributed. 31 surveys returned. 30 of 31 indicated having learned something new about special education and IEPs in particular.

Not formally evaluated. Attendees asked good questions. Informal feedback was very positive.

There was an overwhelming appreciation for the two Red Cross presenters. The materials were in plain language and they brought free samples of safety equipment.

The IHSS advisory board and staff brought the information to them. 4 recipients of service attended and had questions regarding services. All took medication/medical cards for their use.

Not formally evaluated. Attendees asked good questions. Informal feedback was very appreciative.

Evaluation surveys were handed to all attendees with 100% positive responses.

Comments included the following:

"the information at this presentation was invaluable to my family and all parents in the PUSD who have children with and perhaps will have in the future, IEPs"

"I have communicated the Draft minutes from this presentation to the Co-Chairs of the PUSD CAC (I am the Board Secretary for the CAC) and they have posted them on the district's web site on the CAC pages and emailed them to their distribution list and passed them out for review and approval (they had to be tabled) during the 9/2014 CAC meeting"

"The IEP training was excellent!"

Participants were surveyed at the end of all 5 events. Large majorities at all the events found the presentation to be clear and understandable and that they understood the specifics of how Self-Determination will work.

All attendees were given feedback evaluations although not everyone completed these and returned them. Of the (23) evaluations that were returned there was all positive feedback.

All attendees were given feedback surveys however, not all were returned completed. Of the (10) that were completed and returned, all had very positive feedback.

Anecdotal information and data from various National Core Indicator reports shows that families and individuals receiving support from the regional center do not feel they are fully informed of the services available to them. Area Board has joined a Disability Collaborative to attend to this issue. The collaborative organized a summit meeting in March of this year. At the meeting attendees clearly requested information that can help people navigate the complex system of service delivery. With the Collaborative, in response to the requests made known at the summit, Area Board has designed its first of several “roadmaps to services.” The roadmap is based on a decision-tree designed to assist families as they make choices for residential placement. Members of the Disability Collaborative include Parents Helping Parents, Department of Rehabilitation, Abilities United, San Andreas Regional Center, SVILC, Housing Choices Coalition, Achieve School, TransAccess, and others. The roadmap will be introduced to the community through workshops and a web site.

Also important to navigate the service system is the need for a service directory that can assist families in knowing what service providers are available. Area Board has approached Regional Center, to improve its vendor directory. The current directory is a PDF spreadsheet that is hard to access and difficult to use. At the request of Area Board 7, regional center has agreed to create a searchable vendor directory that will enable parents, providers, and individuals to be able to review service providers by type and location. The directory should be available in the coming year.

Objective 2.2: Federal Performance Measures		Total
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	247
CS01	Individuals receive formal/informal community supports	489
CS06	People active in systems advocacy about formal/informal community supports	109
CS05	People trained in formal/informal community supports	2,255
ED01	Students have the education and support they need to reach their educational goals through Council efforts	155
ED09	People facilitated inclusive education	1
ED11	People active in systems advocacy about inclusive education	396
ED12	Parents trained regarding their child's educational rights	771
EM07	People trained in employment	28
QA05	People trained in quality assurance	402
QA06	People active in systems advocacy about quality assurance	36
TR06	People active in systems advocacy about transportation	1,081

2.3	The Council will participate in cross-training, outreach, resource fairs and other forms of collaboration with a minimum of 25 local schools, Special Education Local Plan Areas (SELPA), Community Advisory Committees (CAC), Family Resource Centers, provider organizations and others in order to improve outcomes for youth and adults with developmental disabilities.
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Implementation Activities:

Planned:

1. Outreach
2. Collaboration

Actual:

A. Community Outreach/Training Events:

1. 5th annual Children's Health Fair
2. Eureka Job Fair
3. Cultural Diversity & Self-Determination
4. Internet Safety Information and Training
5. Contra Costa County Transition Fair
6. Disability Awareness Day
7. Fiesta Educativa: Opening The Door To Technology
8. Monterey County Transition Fair
9. 31st Annual Involved Exceptional Parents' Day Conference
10. Ventura County/Simi Valley SELPA: Transition Fair
11. Accessing In-Home Supportive Services (IHSS)
12. Disabled Adult Child Benefits through Social Security Administration
13. Aut2Run: Autism Walkathon
14. Self-Determination Training
15. Resource Fairs
 - a. South Bay (2) - Spanish
 - b. San Diego – Caregivers & Service Recipients
 - c. Military Exceptional Family Member Program
 - d. Imperial Valley Community College (Transition)
 - e. Health and Safety Awareness Training (Bedbug Avoidance/Eradication)
 - f. Wraparound Resource Fair
 - g. Service Providers Advisory Committee – 4 Resource Fairs
 - h. Fiesta Educativa
 - i. Chuparossa Resource Fair (Greenfield)

16. 1-day Workshop (Working Effectively with Schools and Systems)
17. Cheers to Me Campaign: FASD Training (Partnership for Healthy Babies - Outreach to Foster Families)
18. Coast Conference
19. Supported Life Conference
20. eMail Updates & Announcements (activities/events)
21. Community Partnership for Families of San Joaquin's Children's Fair
22. Partners in Transition: Community Conversations (CECY Grant)
23. Fiesta Educativa: Ensuring Student Success Through a Strong Parent Leadership Culture
24. Imperial Valley Parent Training Conference
25. Multicultural Health and Community Fair
26. 10th Annual Circle of Champions Awards
27. Self-Determination Workshop

B. Agency Outreach/Collaborations:


1. IEP-to Transition: Self-Advocacy Skill-Building Training
2. Northwest Committee for Employment of People with Disabilities
3. BCCC 18th Annual Recognition Celebration: *People Who Make a Difference*
4. Annual Chico Walks for Autism
5. 16th Annual Statewide Alternative Dispute Resolution Conference
6. UCEDD at UC Davis MIND Institute: Executive Functioning (Community-Based) Training
7. (CAC) Informational Workshop
8. Design Thinking: Regional Center Access and Response to Diverse Communities
9. Southeast Consortium for Special Education: Alternative Dispute Resolution
10. Rady Children's Hospital: Abilities Expo
11. West End SELPA Strategic Employment/Work Opportunities Plan
12. California Biobank Community Values Panel
13. Mayors Committee on Disability
14. Northeastern California Partnership for Special Education
15. Regional Center Orientation Training
16. Open House (Services Access)

C. Resources Distributed:

1. Developmental Milestones
2. Community Resources List
3. Keeping Your Baby Healthy
4. Eating Healthy, Head Start Program
5. State Preschool Brochure
6. Women's Infant Child (WIC) Nutrition Information
7. How to Choose Quality Child Care
8. IEP Basics (fact sheets)

9. IPP Basics (fact sheets)
10. Registration Forms: Self-Advocacy Conference
11. Think Before You Speak (brochures)
12. (Personalized) Information Sheets
13. State Plan Goals
14. Statewide Self Advocacy Network
15. Self-Determination
16. Employment First Policy
17. Bullying
18. Health
19. Reaching out to your Legislators
20. Plain Language Summary (Key Budget Provisions)
21. Orange County Community Resource Guides
22. Understanding Disability Benefits
23. Regional Center Eligibility
24. (Web-based) Searchable Service Directory
25. Road Map to Residential Services

D. Memorandum of Understanding (Collaboration)

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. At least annually, publicize (via web, email alert, mailing) availability to participate in local and statewide informational activities.
2. Ongoing, engage in enhanced outreach to underserved communities, including those whose primary language is not English.
 - a. Identify/network with organizations/coalitions that target underserved communities
 - b. Participate in events that target these communities

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Through collaboration with the Community Center Board, Council staff participated as a member to promote programs and activities for the disabled and families at the Center which hosted 500 families participating in the 5th annual Children's Health Fair "Wild about Health." The mission of the day was to increase the health of children in the community through free health screenings, insurance education and application process, presentations from Head Start, Child Care Programs, the Family Resource Center, and First 5. It included a bike safety course and other fun activities for children 0-12. The Center promotes awareness of early intervention, early health screenings, community resources, healthy lifestyles, benefits of exercise, and houses a Boys and Girls Club. At the event, 5 families took advantage of the free health screening and 5 referrals were made to community resources, 3 for infants and 2 for older youth. 10 Families were signed up for health insurance, all of whom were unaware of the new resources available. Five hundred resource bags of information and brochures were given out to all participants and were paid for by collaborating agencies. The Council and its partners supplied resources for the bags to support the Healthy Babies Program to educate the public about Fetal Alcohol Spectrum Disorder prevention. Materials in Spanish and English were given to families. The Council leveraged \$500.00 as a key participant/collaborator for the event.

The Interagency Transition Team, whose membership included Council staff, educators and local service providers, held a discussion which was focused on self-advocacy training at which time Council staff educated the group about student-led Individualized Education Plans (IEP) as a vehicle to promote self-advocacy skills building in children and young adults so that, as adults, individuals are empowered to be advocates and self-advocacy will become a natural part of life. Council staff provided extensive information and resources for all attendees about advocacy tools and opportunities available through Council efforts.

Council staff, as part of the Northwest Committee for Employment of People with Disabilities, participated in a job fair to educate business owners/operators about the benefits of employing people with disabilities and to solicit award nominations for the annual luncheon. There were 235 attendees and 50 employers. Staff networked and had one-on-one conversations with employers about the work of the committee.

Council staff organized and co-hosted a public meeting about the need for cultural diversity in regional center services. Recent statistics have shown that people from diverse cultures in the local area tend to use fewer regional center services than people who are identified as Caucasian. Last year, the local regional center began to discuss why these differences exist and what can be done to ensure that every person receives necessary services. Discussion also included information about SB 468, a bill promoting Self-Determination, which may offer a way to better meet needs of children and adults from diverse cultures, in coming years. 25 community members participated in the public meeting.

The 18th Annual Recognition Celebration is a collaborative effort by Council staff, its local partners, businesses and the general community to recognize extraordinary people. 30 honorees received the “People Who Make a Difference” award for making a positive impact in the lives of people with developmental disabilities. This year’s event was attended by 200 people and was a huge success!

Staff participated in the local 4th Annual Walk for Autism, an event hosted by a not-for-profit that supports people with autism and their families. The event was attended by approximately 1,300 children, family members and community members. In order to highlight the growing need for concern and awareness about autism, this event is designed to increase local awareness and educate the public about autism and issues within the autism community. Staff provided resources to 100 people.

Council staff participated in the 16th Annual Statewide Alternative Dispute Resolution Conference. The goal of the conference was to build capacity in the learning community among students, teachers, specialists, support staff, administrators and families, for the purpose of improving student learning and outcomes. The Alternative Dispute Program is designed to build relationships, improve communication, encourage respect and value the contributions of all participants.

Council staff is working with the UCEDD at UC Davis MIND Institute to develop a community-based training on executive functioning, specifically as it relates to issues impacting habitability and personal environments. The Council has partnered with the UC Davis MIND Institute, a local regional center, and OCRA, in collaboration with other community partners, to host an interdisciplinary training based on the translation of research on executive functioning into

practical applications for consumers, their families and direct care staff to more effectively manage the complexity of issues related to habitability and environmental management. Consumers and their family members will be provided with tools to build functionally appropriate environmental organization and management, information on health and hygiene related to habitability, and resources and supports in developing routines and structure for improving quality of life related to environmental management. This training is expected to reach 300 consumers, families and service providers. The goals of the workshops include:

- Helping people understand what Executive Functioning (EF) deficits are and how they may manifest for adults with disabilities.
- Addressing behavioral differences and skill deficits, including hoarding, poor hygiene, and habitability issues that are common to people with EF challenges.
- Sharing strategies to address underlying EF skill deficits through supportive teaching and ecological interventions/accommodations.

Staff worked on the local Community Advisory Committee (CAC) Informational Workshops, which included sessions about Autism, Individual Education Plan (IEP) Questions and Answer Session, Technology, and Work Incentives for youth and young adults. Council staff also gave a workshop on Internet Safety Information and Training, using NetSmartz Workshop, a program through the National Center for Missing and Exploited Children that has developed several outstanding information on internet safety. NetSmartz uses the latest statistics, online resources, videos, and expert tips to educate, engage, and empower children and adults to be safer both on and offline. Council staff provided the NetSmartz Workshop Program to all 9 Special Education Local Area Planning Agency (SELPA) Directors to share with teachers for implementation (<http://www.netsmartz.org/Presentations>). Initial workshops reached 50 community members, 9 SELPA Directors, and 80 direct service staff.

Staff gave a presentation to the Care Parent Network, which focused on State Council/Area Board roles and priorities (e.g. Employment-First, Self-Determination) and future collaborative opportunities (e.g. educational advocacy, outreach to underserved communities).

Staff presented at a local Transition Fair. Area Board staff distributed brochures and information to approximately 50 people (self-advocates, family members, school district and regional center staff, etc.). Additionally, through an introduction at the Transition Fair, staff arranged for several adults with disabilities to make a presentation to a special education class on the topic of self-advocacy and transition to adulthood.

Along with representatives from Stanford University's Design School, Council staff met weekly with representatives from the local regional center's Intake, Assessment and Early Intervention Units for weeks, in order to identify ways to streamline the regional center's intake and assessment processes and increase access to services for underserved communities. As result of this intensive "Design Thinking" process, the regional center took a number of steps to become more accessible and responsive. For example, they initiated drop-in intake hours and mobile assessment teams. Staff will continue to actively monitor progress, as they attempt to reduce disparities in service delivery and increase equity in their diverse communities.

In response to complaints from families about an 'air of hostility' at individual planning meetings, confirmation from regional center management, and at the direction of the Board, staff approached the Southeast Consortium for Special Education to deal with families' concerns about feeling harassed at IEP meetings. The consortium Director was informed of the Area Board's capacity to monitor the work of public agencies and shared with current policies, as well as the recent implementation of Alternative Dispute Resolution Policy. The Consortium has agreed to inform families that an alternative dispute resolution procedure is an option for families.

Staff hosted a table at the Disability Awareness Day and promoted the work of the Council in the areas of Advocacy, Systems Change, Public Agency Monitoring, and Quality Assurance and staffed another transition fair table for students with primarily bi-lingual families in attendance, distributing literature in Spanish.

Staff participated in the first Abilities Expo, sponsored by Rady Children's Hospital.

Staff provided training in Accessing In-Home Supportive Services (IHSS), offered in English and Spanish and gave a collaborative presentation with the local FRC and Office of Clients Rights Advocacy/DRC.

Staff gave training on the mission and purpose of SCDD in relation to the regional center system and to help improve relations with the local SELPA and 26 Local Education Agencies. A subsequent request was made for ongoing training to increase collaboration and communication between the regional center staff and the schools.

Staff has been attending monthly meetings with the Mayor's Committee on Disability, to review policies and procedures regarding physical accessibility, employment, and other issues in the city. As a part of this committee, staff forwards concerns about people with developmental disabilities attempting to access public services. Staff informed the committee of the lack of information demonstrated by a local librarian concerning a young man with autism. Due to her limited skill, the police department was called unnecessarily and the young man could have been taken into custody. Fortunately, the responding officer had the information and experience to understand the situation and successfully de-escalate the incident. As a result of this information, the city is open to a first responder training for public employees, to be offered next year.

Staff participated in the Fiesta Educativa, a day-long conference for Latino families with a child with a disability. All workshops are either presented in Spanish or are presented in English and translated into Spanish. The conference, "Opening the Door to Technology," emphasized the use of assistive technology and included 131 people in attendance.

Staff participated in 3 separate resource fairs, two of which were primarily for Spanish-speaking parents, students and teachers, although both were open to the general public. 190 handouts were distributed. Staff also participated in two additional resource fairs, one for military families who are connected to the Exceptional Family Member Program, and one for transitioning students and their families. Information was provided to 120 individuals with disabilities and over 20 families. As a result of the outreach efforts, a mother from a Spanish-speaking parent support group contacted the Council office and requested a presentation on Advocacy and the State Council for members.

Staff co-chaired the 31st Annual Involved Exceptional Parents Day Conference, with 199 parents and professionals in attendance. This conference has the largest Resource Fair in the area, with 80 local vendors/agencies offering a variety of resource information. The conference held a morning plenary session with a keynote panel presentation focusing on grassroots advocacy,

what it means to be a parent advocate, and what it means to be a self-advocate. The keynote speakers shared stories of empowerment. Some of the workshop sessions were presented in Spanish and others had translation available. Workshops were offered on a variety of topics to address the needs of various disabilities and age levels.

Council staff along and its community partners planned and participated in a workshop entitled, "How to work effectively with schools & systems: The IEP process and Parent Rights & Responsibilities." A parent networking/World Model Café and a panel on Accessing Mental Health Services was also offered. Staff arranged for state preschool staff to provide child care, so that parents could attend, and arranged for a panel to present the 'Accessing Mental Health Services' workshop. One issue facing families and individuals with disabilities is multiple and ever changing personnel in the medical and educational needs. Staff provided one-page information sheets that can be individualized for each client/child. Material has been dispersed to Head Start and State preschool, parenting support groups, SELPA, regional center clients, schools and in workshops to increase attendance. Some of the workshops were in Spanish and fliers were distributed to the Latino community. Materials are translated in Spanish and English.

Council staff, in collaboration with the Partnership for Healthy Babies, presented a series of trainings to foster families or families considering becoming foster families or adoption. Since many children in foster care have developmental and/or learning disabilities and have been impacted by drug and alcohol exposure in utero, trainings included information regarding resources for children and families impacted by substance abuse, community resources and IEP training. Additionally, as part of the month-long "Cheers to Me" campaign, public service announcements and press releases have been distributed regarding efforts to educate the public about fetal alcohol spectrum disorders and disability prevention. Restaurants have participated by providing free "Mocktails."

Council staff, in collaboration with local partners, hosted the Coast Conference, attended by 26 parents and professionals. Staff provided resources to parents for the IPP process and medical issues.

Staff met with the Clerk of the Board in the local county, along with one of the Board Supervisors, to provide information about the State Council on Developmental Disabilities, as well as to recruit more members from the Native American population.

The Council electronically publicized, via emails, the availability of 25 different informational educational and community support activities. Each of the 25 email batches were forwarded to 45 individuals served, 135 family members, and 151 professionals, regarding self-advocate meetings, parent support meetings, resource fairs, legislation, action alerts around policy and regulation, and other informational community presentations.

SCDD staffed a table at the Supported Life Conference. Materials were handed out and information was provided regarding Council activities, including State Plan Goals, Statewide Self-Advocacy Network, Self Determination, the Employment First policy, bullying, health, 'Reaching out to your Legislators,' etc. Staff, Council members, and several local self-advocates assisted. In honor of the health and wellness theme, posters from the SCDD health-related Poster Art Contest were distributed, with more than 300 attendees at the event.

Staff participated at the Community Partnership Children's Fair and gave out information to over 100 families from various cultural backgrounds.

Staff is working with the California Employment Consortium for Youth (CECY) to develop and provide a regional Community Conversations are designed to explore the often untapped resources, creative ideas, and effective problem-solving strategies that can result when new and diverse perspectives come together around a shared challenge or concern. The overall goal is to increase integrated competitive employment for youth with disabilities.

Council staff participates in the biannual California State University, Chico Special Education Advisory Committee of the Northeastern California Partnership for Special Education. The Special Education Advisory Committee examines strengths and weaknesses of the professional studies programs that educates and prepares candidates seeking special education credentials. One of the issues identified by the advisory committee was the need for developing a master's level credentialing program for early childhood services due to a significant increase in the moderate/severely disabled early childhood population. Staff also provided the committee with current information on the Council and legislative changes related to AB 1595.

Staff gave a presentation 40 newly hired regional center employees that will be working in five different counties, which included information about Council operations, what we do as a part of the Council, and the Self-Determination and Employment First policies.

At a local regional center board meeting, several Spanish-speaking families voiced concerns and the need for better assistance from the regional center and the education system for their children, most of whom have autism. The Executive Director and Director of Case management and Council staff met with the parents to discuss the range of issues and concerns, and developed a plan to work corroboratively with the families to host a Spanish-speaking conference in the region.

Area Board developed a plain language summary of California's key budget provisions and disseminated it widely.

Staff participated in the planning for the annual Multicultural Health and Community Fair, providing resources for vendor participation (e.g. health care screening information for diabetes, high blood pressure, and eye exams, etc.) and collaborated with the Social Services Transportation committee to conduct surveys for unmet transit needs on the day of event.

Staff provided coordination and facilitation of the regional Supported Living Network to discuss the ongoing issue of bedbugs, a major issue with vendors and consumers. Vendors asked to hold a health and safety awareness training geared toward consumers and providers. Training provided resources for getting rid of bedbugs and ways to be proactive and how to avoid bedbugs altogether. The training was a collaborative effort between the local regional center, vendors and Council staff.

Staff provided material for the annual Wraparound Resource Fair, hosted by the Family Support Network.

Staff participated in the planning and organizing of the local Coordinating Council's 10th Annual Circle of Champions Awards luncheon and electronically mailed event flyers through the community and advocated that other agencies post the information to their websites. County Special Olympics organizers were the guest speakers and provided the history and success of the organization and athletes. 80 people attended the luncheon (30 people with I/DD; 30 family members; 20 professionals).

Council staff collaborates with families, individuals, providers and policy makers to promote systems change through out a four-county catchment area, with the executive team and director of the local regional center. Staff discusses specific service needs, as well as program and

systems issues facing the community, and has promoted the development of a searchable service directory on the regional center's redesigned website. This was in direct response to NCI data showing families want to be better informed of services. Staff is also working with the regional center to coordinate efforts in the areas of self-advocacy, housing, and employment. Council staff has attended 4 vendor fairs sponsored by the Service Providers Advisory Committee. The fairs are an outreach to service coordinators and other providers in the community.

Council staff hosted a table at the Fiesta Educative Resource Fair, where an Area Board member gave a workshop on mental health needs of families with special needs children in Spanish. Council staff also collaborated with a local bilingual parent group, Chuparossa, to host a resource fair table.

Staff collaborates with Abilities United on issues of leadership development. Through our collaboration, staff and self advocates have provided a Self-Determination training and have been interviewed on a cable television program, in regard to advocacy needs in the community.

Staff meets with a parent group to discuss advocacy and systems change and is working on a Road Map for residential services that will be accessible by web and in hard copy to assist families as they navigate through the service and support system.

Satff hosted the Office of Administrative Hearing training on Special Education Due Process.

Council staff is meeting with local partners and planning an upcoming conference for schools and law enforcement regarding elopement and other legal issues regarding children and adults with autism.

Barriers

Time commitment is necessary to join a governing board and a potential member is being encouraged to participate in trainings and events offered to take the information to her constituents - even if she cannot commit to actually joining a board.

Low income and non-English speaking populations have less access to the internet, which is a deterrent to receiving electronically mailed materials and event notices.

Although there were over 300 attendees at an event, not all attendees were able to make it to information tables. Staff has since had several calls requesting more information.

Low income and culturally diverse communities are in need of additional community resource information.

Due to the large, rural composition of northern California, districts are faced with challenges in recruiting and retaining qualified education specialists. CSU Chico assists rural schools through the Rural Teacher Residency program (RTR), a credential pathway that includes a Master's in Education. The challenge for rural schools is retaining educational specialists after completion of the credentialing and Master's degree programs.

Meeting the needs of the Spanish and other non-English speaking communities requires creative use of translators and other professionals to overcome language barrier, which is expensive.

There are few employment opportunities for people with disabilities

Evaluation/Results:

As a result of Council collaboration and outreach, a local administrator will begin implementation of student-led IEP's, beginning with teacher in-service meetings and trainings.

The sponsors of the two resource fairs received favorable feedback from evaluation forms given to attendees.

Conference evaluations were collected on the conference and individual workshop sessions. Results have not been recorded yet, although 39 people signed up for the Council's mailing list. Attendees completed evaluation forms. People mentioned hearing about the "Cheers to Me" Campaign and local restaurateurs indicated they would like to partner in future public education campaigns.

Council members are dedicated to improving transition services and the request for more training is constant.

We evaluate the usefulness of emails by randomly contacting people on the local Council office email list and asking if emails are helpful. Of the 20 people surveyed, 5 replied. 3 said that the emails were helpful and/or provided information of events in the community.

Over 100 individuals stopped for information at the Council booth and were given information.

Based on the people who came and received materials and spoke to staff about issues of concern, it appeared to be a successful day.

The event was successful in that vendors and consumers were given information to make educated decisions regarding Employment First, Self-Determination and AB 1595 (Chesbro). People with developmental disabilities shared opportunities to earn money in real work settings. Vendors reported that they now have information to attend trainings to enhance supported living teaching skills. People who attended expressed greater understanding of issues. All in attendance expressed a desire to meet again to continue collaboration.

The feedback from the attendees was very positive and encouraging:

“I enjoyed learning and being given materials from a full spectrum. Everything was presented very well and included supplemental materials.”

“(Staff) and the State Council, coming from my limited experience, are especially good in response to technical assistance, support and education, and coordination with councils and committees.”

“Area Board is successful in interagency coordination and collaboration. They continue to provide information on resources to the community.”

“They [Area Board I] have given me options and have helped me a lot!”

“As a parent, I came into the local area aware of the Council, but as a professional I have utilized the Council as much, if not more! I utilize them as a professional almost daily in much of the same way I do as a parent; to find resources and get the exact contact person so I start with the right person. Personally and professionally, I strive to get the most information possible to make educated decisions for my child as well as other families’ children. I have felt staff is thorough, respectful, professional and also very supportive by offering resources they feel may also be of value. I have always felt I can trust them on their recommendations and have always been pleased with results from their suggestions and help. Council staff is a great resource for both parents and professionals!”

“I remember what an honor it was to receive the “People Who Make a Difference” award at the Recognition Celebration. My kids and husband were able to attend with me, and they felt very proud of their mom & wife! After the celebration, we spoke in the car ride home about where I was going to put my plaque. After some discussion, I decided that I wanted to dedicate it to my grandmother, who had raised me as a child. She was fundamental in my life, and installed in me

my core values and helped me become who I am today. She was just as honored as I was. She keeps it on the bookcase in the front room for all her visitors to see! What a way to pay things forward!"

"I have been working in this arena for over 25 years and I have the unique perspective of having a disability as well. I have had mixed emotions about singling out deserving staff to receive awards for working with clients because for me it has always been difficult to gauge one's achievements over those of another. Meaning that, a caregiver can be there day in and day out and perform the most intimate and personal aspects of care and the client (who doesn't know anything different) may not know how to show appreciate and gratitude and yet, the role of this caregiver is essential to the client's well-being! In other situations, support staff may help someone find employment and this act may be a real life changer for them. It is hard to frankly determine which individual is more deserving of recognition. Last year, I was awarded the Lanterman award for my work and commitment to our clientele. It was more emotional and uplifting than I could have anticipated! It was such an honor to share this evening with my family and other award winners. We were all fortunate to share in this moving experience!"

"As you know, we actively advertise and promote the festival in the community and on campus from late spring through the festival in October. What these ads/materials don't show is how much you personally and staff participate in promoting the festival to other organizations throughout our region. If I haven't said thank you before, THANK YOU for your support in helping us grow!"

Objective 2.3: Federal Performance Measures		Total
CS01	Individuals receive formal/informal community supports	120
CS03	Formal/informal community supports programs/policies created/improved	16
CS05	People trained in formal/informal community supports	6,483
ED02	Infants and young children have the services/supports needed to reach developmental goals through Council efforts	86
ED03	Students transitioned from school to community and jobs	13
ED06	Dollars leveraged for education	\$500
ED07	Education program/policies created/improved	10
ED08	Post-secondary institutions improved inclusive education	19
ED09	Schools improved IEP practices	5
ED13	Parents trained regarding their child's educational rights	8,550
EM05	Employment programs/policies created/improved	18
EM07	People trained in employment	48
HE01	People have needed health services through Council Efforts	15
HE05	People trained in health care services	1,200
QA01	People benefiting from quality assurance efforts of the Council	110
QA06	People active in systems advocacy about quality assurance	68
QA07	People trained in systems advocacy about quality assurance	51
QA08	People trained in leadership, self-advocacy, and self-determination.	154
QA09	People attained membership on public and private bodies and other leadership coalitions	4
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result of Council efforts.	37
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	1,674

2.4	The Council will collaborate with federal developmental disability partners and other key stakeholders to protect the rights of residents in Developmental Centers and other large facilities. The Council will be involved in the planning and implementation of any closure process of a Developmental Center.
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Implementation Activities:

Planned:

1. Report violations
2. Participate in closure process
3. Advocacy

Actual:

Staff attended a meeting of the Quality Management Advisory Group at the Lanterman Developmental Center, regarding facility closure. Staff monitored and provided input specifically on the need to ensure adequate community supports.

CRA activities:

1. 791 Services provided
2. 198 'Denial of Rights' reviews conducted
3. 45 Writs of Habeas Corpus (request for release) forwarded to Superior Court
4. 1 Welfare and Institutions Code §4731 filed
5. 28 Non-Welfare and Institutions Code §4731 filed
6. 25 Incidents Reports submitted to the Developmental Center
7. 1 Mandated report of suspected abuse (SOC 341) submitted to agencies other than the DC/CF
8. 165 Developmental Center staff and provider trainings conducted
9. 37 Self-Advocacy trainings conducted
10. Over 409 meetings with the DC/CF Executive Director and administrative staff attended

VAS activities:

1. 363 Clients referred for VAS services
2. 327 Clients provided services
3. 256 Clients served by Volunteer Advocates

4. Over 600 individual-related meetings attended
5. 66 Clients served by the Volunteer Advocate Coordinator
6. Over 250 individual-related meetings attended
7. 15 Self-Advocacy groups facilitated by the Coordinator and Volunteer Advocates

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. On an ongoing basis, identify and alert authorities regarding violations of rights of residents in State institutions through the Client Rights and Volunteer Advocacy projects. Work with the P&A System on issues identified by either party or others.
2. Participate in process for planning and implementing the closure of Lanterman Developmental Center within the next five years.
3. As needed, provide individual advocacy to ensure that residents are afforded appropriate and high quality

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

California has four Developmental Centers (DC) and one smaller state-run community facility (CF), housing a combined total of 1,200 residents. One DC, Lanterman Developmental Center in Pomona, is scheduled to close late 2014. One developmental center has a forensic unit. Through an Interagency Agreement (IAA) with the California Department of Developmental Services (DDS) the Council provides Clients' Rights Advocates (CRA) and a program of volunteer advocates (VAS) at each facility along with a supervising Project Manager who oversees both CRA and VAS operations.

Clients' Rights Advocacy Project

The Clients' Rights Advocate (CRA) provides advocacy services to protect and assert the rights of those living in the Developmental Centers and Community Facility. The CRAs provided over 790 discrete advocacy services. Some of the advocacy services included: 1) attendance at Individual Program Plan (IPP) meetings and/or Transition Support and Review meetings; 2)

investigation of alleged clients' rights violations and abuse allegations – including the attendance at 'Denial of Rights' meetings and review/approval/denial of 'Rights' Requests; 3) consultation with residents, families, conservators, ID team, DC/CF staff, Deputy Public Defenders, District Attorneys and regional center (RC) staff on rights-related issues; and 4) the provision of training to the county's Public Defender, District Attorney and Superior Court officials on issues related to clients' rights and self-advocacy. More than 37 self-advocacy trainings were held and attended by more than 700 residents and staff. The CRAs also sit on the following DC/CF committees: Behavior Support Committee, Human Rights Committee, Incident Review Committee, Bioethics Committee, Regional Project Liaison Committee, Family Association meeting, various skilled nursing facility committees including dysphagia, medical restraint and research committees, and whole person review committee.

Due to the impending closure of Lanterman Developmental Center (LDC), the CRA has been increasingly involved in transition-related meetings. The Transition Planning Meeting identifies the client preferences and individualized services needed to facilitate a positive transition into the identified community setting. The Project Manager attended and monitored meeting at Lanterman Developmental Center of the Quality Management Advisory Group pertaining to the closure of the facility. Monitored and provided input specifically on the need to ensure adequate community supports.

Some issues that have been identified by the CRAs at the DC/CFs include:

- Delay in processing trust account transactions resulting in delayed access. CRA continues to meet with Canyon Springs administration to strategize the streamlining of trust account monies flow from Fairview Developmental Center trust to the clients at Canyon Springs.
- Lack of legal consent provider for individuals residing at Canyon Springs who do not sign their own consent forms. CRA has met with RC associated with clients to discuss alternatives.
- Consistent, familiar staff for individuals exhibiting challenging behaviors. CRA assisted in filing of complaints.

- Writs of Habeas Corpus filed on behalf of individuals associated with San Diego County were never calendared in Superior Court. CRA contacted local deputy public defender to expedite hearings.
- Harbor Regional Center failed to renew annual court commitments for individuals committed under In Re: Hop commitments. The CRA filed a California Code of Regulations Title 17 §50540 complaint on behalf of various effected individuals.
- As the residents of LDC age, their medical needs often change, which means they may require a different level of care or supervision to adequately support them in a particular stage of life. If LDC cannot provide adequate medical care to the client, they may be transferred to a local community hospital and then to a sub-acute facility. Unfortunately, when a client moves to a sub-acute facility, they do not have the Lanterman Regional Project (LRP) transition team providing follow up and support, whereas any other client moving from LDC into a community setting would. Sometimes, the client dies at the sub-acute setting without the support or benefit of familiar staff relationships.
- At Porterville Developmental Center, increased supervision is to be implemented when a consumer requires closer monitoring. This could be for a variety of reasons, including: medical conditions (e.g. flu, allergies, injuries, etc.); behavioral issues (e.g. stealing from others, being out of area without staff's knowledge, assaulting others, injuring self); emotional instability (e.g. recent death in the family, history of problems during the holidays, etc.); pending court hearings, any sexual contact between consumers; and any other issues that the team feels might require closer monitoring of the consumer. Increased supervision is supposed to be individualized and responsive to the consumer's needs, depending on the circumstances, so a full 24 hour shift may not be necessary. When a consumer has asked the CRA to intervene on his/her behalf, the CRA has found that approximately half of all instances of increased supervision were punitively implemented and nearly all were implemented contrary to the IPP process. The use of a full 24-hour period has become the standard time for increased supervision. The implementing staff document the time it was started and staff uses this time as a measure for when the supervision will be lifted, instead of making a clinical assessment that is individualized for each consumer. CRA intervened in each instance when the 24-hour increase appeared to be unnecessary.

- **Highly Restrictive Interventions (e.g. medications and/or restraint):** Using medications to control behaviors: The CRA, as part of the Human Rights Committee and in conjunction with Behavioral Management Committee (BMC), reviews every consumer who receives any psychotropic medication for a behavior as well as any physical, highly restrictive, control technique. In the past, the plans saw little change from year to year and the federally mandated annual medication reduction was not fully implemented. The CRA has consistently advocated for the implementation of medication reduction plans or that justification for not implementing them be provided, as per federal guidelines. Porterville Developmental Center has implemented policies to ensure that the federal guidelines for medication reduction plans are addressed. The facility has also addressed the use of poly-pharmacy and moved to have a “cleaner” pharmacological plan that best meets the needs of the consumer.
- **Barriers to getting individuals to court for annual renewals of their commitment orders or Writ of Habeas Corpus cases** have been difficult at Sonoma Developmental Center. This was especially notable as it is one of the only Developmental Centers in the state that holds its county superior court on grounds. In response the CRA advocated for more campus court involvement and supports. This CRA trained all new and returning staff from all professions the importance of an individual attending his/her own court hearing. As a part of clients’ rights training curriculum we review the writ of habeas corpus and many historical court decisions.

Volunteer Advocacy Services Project

The Advocacy Services Project at the DCs provides volunteer advocate (VA) services to residents who are not conserved and are without family involvement. Each DC has a coordinator who coordinates the activities of the VAs. They dedicate at least three hours per month per resident served. Volunteers are the "eyes and ears" of the project. They often identify issues of that may need to be brought to the CRAs' attention.

Advocates attend IPPs, special team meetings and assist residents regarding their rights, services and choice options. They assist residents with speaking to staff, writing letters, making phone calls and sending e-mails. They attend pre-transition and court preparation meetings and video court with their resident. The coordinator and VAs also facilitate 16 self-advocacy groups at the DCs.

Approximately 30 VAs are currently serving almost 300 residents and more than 500 residents have received services during the fiscal reporting period. VAs average about three contacts per residents in each month and have attended 600 meetings. VAs also makes visits to residents who have been hospitalized in the community. Each VA goes through initial training and on-going trainings.

Volunteer advocates have expressed that they are volunteering time to gain experience in the area of developmental disabilities. Several students have expressed appreciation for exposure and direct experience with individuals with developmental disabilities.

VAS Service Outcome examples:

- VA recommended that their clients be up in their wheelchairs on a daily basis, health permitting. As a result, advocates have witnessed their clients attending activities and clubs more often.
- The VA Coordinator assisted a client with an agenda for his IPP meeting with specific requests. The client had a successful IPP with mutual agreement.
- VA participated in two transitional support meetings and review meetings, prior to the clients' community placement.
- VA noted increased seizure activity with her client. She advocated that she be re-evaluated by a neurologist. The client was seen at an epilepsy clinic and was determined that the VNS device needed to be reprogrammed for maximum effectiveness to control seizures.
- VA made 59 follow up visits to clients during the closure of Lanterman Developmental Center.
- The VA assisted a client at Porterville Developmental Center with anxiety related issues regarding upcoming placement in the community by assisting in transition activities.
- The VA Coordinator recommended a trust account be set up for a client that received a lump sum payment. The trust office created the account.

Barriers

There were no barriers reported or identified, in regard to the implementation of this objective.

Objective 2.4: Federal Performance Measures		Total
QA06	People active in systems advocacy about quality assurance	50
QA08	People trained in leadership, self-advocacy, and self determination	327
QA01	People benefitting from quality assurance efforts of the Council	281
TR01	People have transportation services through Council efforts	3
RE01	People active in recreational activities through Council efforts	33
HE01	People have needed health services through Council efforts	63
HO02	People moved from congregate settings to homes in the community	100
HO01	People have homes of their choice through Council efforts	281
ED01	Students have the education and support they need to reach their educational goals through Council efforts	3
EM06	People facilitated employment	26

Goal 3: Quality Assurance & Innovation Individuals with developmental disabilities and their families express the degree to which they are satisfied with their services and the extent to which they feel their needs are being met.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Cross-Cutting		X
Education & Early Intervention		X
Employment		
Formal and Informal Community Supports		X
Health		
Housing		
Quality Assurance	X	X
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation		X
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		X
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		X
Outreach		X
Supporting and Educating Communities		
Systems Design and Redesign	X	
Technical Assistance		X
Training		X
Intermediaries/Collaborators	Planned	Actual
DDS	X	X
Disability Rights California	X	X
UCEDD	X	

Other Collaborators Planned: None

Other Collaborators Actual:

Alameda Inter-Agency Committee	Orange County Behavioral Health Services
California Department of Public Health	Advocacy
Licensing (DPH)	Orange County Healthcare
California Department of Social Services	Orange County Ombudsman
Community Care Licensing (DSS CCL)	Parents' Place Family Resource Center
Chinese Parents Association for the	Redwood Coast Regional Center (RCRC)
Disabled	Regional Center of Orange County
Contra Costa County Developmental	Regional Center of the East Bay (RCEB)
Disabilities Council	Regional Center Provider/Vendor
Direct Service Provider Agencies	Committee
Downright Blessed	Rural Human Service
Family Resource and Educational Exchange	Share Parent Group
Human Services Research Institute (HSRI)	South Bay Down Syndrome Association
Humboldt State University	South-Central Los Angeles Vendor
In-Home Supportive Services (IHSS)	Advisory Committee
Local Police Departments	Ukiah Valley Association for Habilitation
Local Regional Centers	United Cerebral Palsy (UCP)
Making Headway	Valley Mountain Regional Center (VMRC)
NorCal Learning Community	Westside Parent Group
Orange County Adult Protective Services	Westside Regional Center (WRC)

3.1	The Council will implement the Quality Assurance Program, in accordance with the requirements of the Council’s contract with the Department of Developmental Services and participate in analyses of its findings and implications for system improvement.
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Planned Implementation Activities:

1. Face-to-face interviews
2. Written surveys


Actual

1. Select interviewers; disseminate information regarding statewide training using new NCI assessment; attend training provided by SCDD, DDS, and HSRI
2. Completed Cycle 6 of the National Core Indicator Quality Assurance assessment.
3. Through mailings, attendance at meetings, faxes and e-mail, disseminated information about hiring interviewers who are self-advocates for QA Project Cycle 6.

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Years 1,3 and 5, conduct face-to-face interviews with at least 8,400 individuals with developmental disabilities based on National Core Indicators (NCI)
2. Years 2 and 4, distribute and input responses to a written survey of at least 6,900 family members from a randomized sample

Timelines established were: **All met**  **Partially met** **Not met**

Annual Progress Report:

“The National Core Indicators provide Far Northern Regional Center and the larger community with a wealth of information about the services we provide. In reviewing the material for our region, we discovered that the health of those we serve is at a high risk. The reasons were clear: a lack of physical activity, smoking, and poor eating habits which have led to a large percentage of people being overweight. From the gaining of excessive pounds, diabetes has become common as well the early onset of heart disease in our population.

To address this comprehensive and daunting finding, we turned to the local State Council office, our service providers, and the individuals we serve. With the support of FNRC’s Board of Directors, we formed a region-wide “Wellness Committee” to oversee and assist in the implementation of a ‘Wellness Initiative.’ It is our hope that this effort, sustained over a number of years, will bring about the lifestyle changes that are needed to truly make a difference. This type of effort can only be successful if our community leaders take this effort seriously and invest in the effort. I am pleased that our local State Council office has been a lead partner in recognizing the importance of health in our region and the underlying contributing issues of poverty and life styles.”

Goals:

Adult Family Survey (AFS) – **3,423** (consumers live with their family)

Family Guardian Survey (FGS) – **3,604** (consumers live in the community)

Adult Consumer Survey (ACS) - **480 Movers** (consumers may live with family or live in the community)

Adult Family Surveys (AFS)

Regional offices mailed out **18,290** Adult Family Surveys (AFS) and received **4,071** completed surveys back for an average return rate of **22%**. Of those returned, **4,004** AFS surveys were entered into ODESA, the online data management system that records survey answers. A total **67** surveys could not be entered because they were not considered valid (e.g. the respondent completed the wrong survey).

***Note:** The AFS is mailed out to a random sample of families that have a family member with a developmental disability **residing with them**.

Family Guardian Survey (FGS)

Another **18,148** Family Guardian Surveys (FGS) were mailed, with **3,550** returned for an average return rate of approximately **19.5 %**. Of the FGS surveys returned, **3,399** were entered into ODESA. A total of **151** surveys could not be entered because they were not considered valid (e.g. Respondents had completed the wrong survey; the residential provider completed the survey instead of family, etc.). A 20% return rate (with mail marked as ‘*Undeliverable*’) for Family Guardian surveys suggests that Regional Centers may fail to consider the ongoing importance of family (whereabouts and, therefore, *presence* in the lives of loved ones with developmental disabilities) in updating/maintaining official records.

Staff provided survey-related support for a self-advocate, one who is learning to step forward and tell others about her needs and desires. This not only benefited the self-advocate in her desire to have more control of her own life, but it also became helpful (later) during a Quality Assessment training session. Staff was able to identify and describe the situation as an example of how services are provided (by the Regional Center), what services can be requested, and what services and supports may often be overlooked. It also illustrated the need for specific questions in the Quality Assurance survey and the benefits of completing these interviews within the home (although the client is offered an opportunity to meet at an alternate location, if such is the preference).

The statewide goal for Family Guardian Surveys was not met, largely due to the absence of (accurate) family contact information available from several regional centers in Los Angeles County. A significant number of records received from ELARC, FDLRC, HRC, NLA, SCLARC, and WRC actually identified a residential facility address under family contact information. DDS has indicated that there is a plan to resolve this issue in future contact data provided to SCDD.

***Note:** The FGS is mailed out to a random sample of families who have a family member with a developmental disability **living in the community**.

Spanish Surveys

AFS – **4,270** Spanish AFS surveys were mailed with **20%** being returned. This return rate is below the overall return rate of **22%**.

FGS – **917** Spanish FGS were mailed with a low return rate of **8%**. This return rate is significantly below the overall return rate of **19.5%**.

Adult Consumer Surveys (ACS)

In this cycle, a Mover sub-population was surveyed, using the ACS in face-to-face interviews. This sub-population included General Movers (those who have already moved out of a Developmental Center) and a subset of Lanterman Movers (those who were identified as having moved out of the Lanterman Developmental Center within the past 5 years). SCDD completed the Adult Consumer Survey (ACS), having interviewed a total of **498** Adult Consumers (**276** General Movers and **222** Lanterman Movers).

“During a staff visit, it was particularly gratifying to see a client who is really living a successful life within the community. We met at a laundromat where he was doing his weekly laundry with the assistance of a support worker. He is now living with two roommates, has begun eating a healthy, nutritious diet, and is exercising. He has now lost 70 pounds and has been going to the dentist to have his last few teeth pulled so that he can be fitted for a full set of dentures. This has increased his own confidence in his appearance and health. He has also recently applied and will be hired full-time at a local Ace Hardware, once his dental care is successfully completed. He will be assigned a consistent job coach, so that he can be successful in that endeavor as well. Lastly, he was looking forward to leaving on vacation to see his family in November.”

Barriers

The database (through the Department of Developmental Services) has not been shared.

The project needed 2 more Orange County Family/Guardian Surveys to meet the goal of 173.

This region has, in the past, not consistently met its response goals.

Evaluation/Results:

- Interviewer(s) feedback
- Comments on returned surveys
- Self-advocates are informed of potential job opportunities in real work settings

Objective 3.1: Federal Performance Measures		Total
QA05	People trained in quality assurance	12
EM05	Employment programs/policies created/improved	1,000
QA06	People active in systems advocacy about quality assurance	7,621
QA04	People facilitated quality assurance	498

3.2	On a statewide and local level, the Council will advocate and promote innovation in service delivery including but not limited to self-determination.
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Implementation Activities

Planned:

1. Information and Education
2. Systems advocacy

Actual:

A. Training/Presentations/Information

1. Self-Determination Training
 - a. Inter-Agency Transition Committee
 - b. Provider/Vendor Advisory Committee
 - c. Cal-TASH Conference
 - d. South Bay Down Syndrome Association
 - e. South-Central Los Angeles Vendor Advisory Committee Conference
 - f. Parents' Place Family Resource Center
 - g. Chinese Parents Association for the Disabled
 - h. Family Resource and Educational Exchange
 - i. Parent Group
 - j. 'Downright Blessed' Parent group
 - k. Regional Centers
 - l. "Share" Parent Group
 - m. Parent & Self-Advocate Training
2. Legislative Impact on Clients, Families, and Providers
 - a. Contra Costa County Developmental Disabilities Council
3. Resources (e.g. brochures, flyers, PowerPoint presentations, etc.)
 - a. Self-Determination
 - b. Employment First

B. Systems Advocacy

1. Quality Assurance Collaborative: Meeting(s) to address abuse & neglect of people with developmental disabilities & seniors (founding member)
2. Development of a collaborative MOU in advance of any crisis involving Regional Center clients served by the members
3. Membership Recruitment (Self-Determination Advisory Committee)

4. NorCal Learning Community (a 2-day, multi-agency ‘*think tank*’ event and collaborative consortium working on problem-solving, negotiation, and the building of collaborative partnerships)
 - a. Disability Pride
 - b. Person Centered Thinking Training - the New Curriculum
 - c. Organizational Change
 - d. Introduction/Review of Person-Centered Planning
 - e. Thinking, Skills, Tools, Planning and Practices
 - f. Individuals (Who Receive Services) Having the Lives They Want
 - g. Skills and Tools to Support Valued Community Roles
 - h. Relationships
 - i. Learning Marketplace

Activities undertaken were: ☒ All met Partially met Not met

Timelines:

1. On an ongoing basis, include information about innovative concepts/programs in presentations to parent and self-advocacy groups.
2. As appropriate, promote self-determination, vouchers and other family-friendly initiatives as a prospective solution to budget shortfalls. Participate in workgroups/task forces focused on system reform.

Timelines established were: ☒ All met Partially met Not met

Annual Progress Report:

Staff traveled to meet with clients and provide independent oversight regarding services being provided by a vendor in a remote northern area of the state. SCDD staff partnered with the local regional center to complete Quality Assurance interviews with 29 clients. These are people that have moved from the developmental centers into the community. Some live in shared housing and other are living independently with 24/7 support. Staff met with agency representatives regarding individuals that receive ongoing support or independent learning skills from the agency. A comprehensive report will be provided to the Director of Clinical and Community Services for program improvement.

Council staff conducted two trainings on SB 468: Self-Determination during this reporting period. The first training was for a local county Inter-Agency Transition Committee, which had 10 regional center staff and 10 local school district staff in attendance, as well as several county employees. The second training was for the Provider/Vendor Advisory Committee of a local regional center, with approximately 40 service providers in attendance.

Staff gave two presentations on SB 468: Self-Determination during this reporting period. The first was to the local Developmental Disabilities Council and the second to the Case Management Supervisors of the local regional center. Both presentations included an overview of the legislation and a discussion on its potential impact to individuals, families and service providers (including regional centers).

Council staff gave a presentation on SB 468: Self-Determination at the Cal-TASH Conference, which included an overview of the recent legislation and a discussion of the potential impact to people we support, family members, and service providers.

Staff is a founding and active member of the QA Collaborative, a committee consisting of representatives from the California Department of Social Services/Community Care Licensing; California Department of Public Health Licensing; Disability Rights California; Regional Center of Orange County; Office of Clients' Rights Advocacy; O.C. Adult Protective Services; and the Orange County Ombudsman.

Council staff participates on a regularly schedule (quarterly)d collaborative meeting, originally developed to promote better interagency communication and sharing of information critical to abuse and neglect matters. The purpose of this group is to expedite the resolution - or the prosecution of suspects/perpetrators - of abuse and neglect of people with developmental disabilities and seniors.

Orange County Behavioral Health Services Advocacy and Orange County Healthcare have joined the original collaborators and Council staff is developing an MOU to bring in new community partners vital to the group's mission to ensure speedy collaboration between and among agencies in times of crisis involving Orange County consumers served by the member agencies.

Staff offered for a self-advocate who is learning to step forward and tell others what her needs and desires are. This has not only benefited the self-advocate in her desire to be more in control of her life, but also became helpful later in a Quality Assessment training. Staff was able to use this situation as an example to a new interviewer about how services are provided by the regional center, what can be requested, and what is often overlooked. This has illustrated the need for many of the questions in the Quality Assurance survey and the benefits of completing the interviews within the home environment, although the client is offered the opportunity to meet at an alternate location if that is the preferred choice.

The purpose of the NorCal Learning Community is to foster a global community that shares knowledge about supporting people in getting the lives they want the focus is on people who may not have positive control or at risk of losing control because of society's response to the presence of disability. State Council Area Board 1 and Area Board 5 staff were invited to participate in the event as panel which included multi-agency speakers regarding collaboration, skills for problem solving, negotiation, and building partnerships in addition to imbedding person centered thinking into organizations and teams. Other themes covered during the 2-day event included presentations and open discussion regarding: Disability Pride, Person Centered Thinking Training - the New Curriculum, Organizational Change, Introduction and review of Person Centered thinking Skills, Tools, Planning and Practices, Individuals who receive services having the lives they want, skills and tools supporting valued community roles and relationships and the Learning Marketplace.

Staff traveled to meet with clients to provide independent oversight regarding services being provided by a vendor in the local area. Staff partnered with the local regional center to complete Quality Assurance interviews with 29 clients. These are people who have moved from the developmental centers into the community. Some live in shared housing and other are living independently with 24/7 supports. Staff met with agency representatives regarding people who receive ongoing support or independent living skills from the agency. A comprehensive report will be provided to the Dir. of Clinical and Community Services for program improvement.

“Note: My last visit was particularly gratifying - to see a client that is really living a successful life at this time. We met at the laundromat where he was doing his weekly laundry with a support worker. He is living with two roommates, eating healthy, exercising, and has lost 70 pounds, has been going to the dentist to get his last few teeth pulled so that he will be fitted for a full set of dentures. This has increased his confidence in his appearance and health. He has recently applied for and will be hired full time at the local Ace Hardware, once his dental care is taken care of. He will have a consistent job coach set up so that he can be successful in that endeavor as well. Lastly, he is looking forward to leaving on vacation to see his family in November.”

Staff conducted 3 presentations on Self-Determination to the following organizations: The South-Central Los Angeles Vendor Advisory Committee Conference with 50 participants; The South Bay Down Syndrome Association with 25 participants; the Parents' Place Family Resource Center with 22 participants; and Team of Advocates for Special Kids with 45 participants. A total of 142 participants attended all 3 events.

Council staff conducted 2 presentations on self-determination to the following organizations: the Chinese Parents Association for the Disabled on 5/5/14 with 35 participants, and the Family Resource and Educational Exchange on 5/29/14 with 40 participants. A total of 75 people attended both events.

Staff presented information to the local IHSS/Public Authority advisory committee and direct care staff about the Council, sharing brochures and information regarding Employment First and Self-Determination. Staff also provided training to 20 parents and a professional on Self-Determination.

Council staff provided an overview presentation on Self-Determination to the Downright Blessed parent group (11 parents of children with Down Syndrome), providing handouts and a one-page overview on self-determination.

Staff gave a presentation on SB 468: Self-Determination to the staff of a local regional center, which included an overview of the legislation and a discussion on its potential impact to individuals, families and service providers (including regional centers).

Staff gave 2 self-determination presentations to a local regional center's Share parent group (11 parents) and UCP's Westside Parent Group (20 parents). Handouts were:

Staff responded to 2 informational calls about self-determination, provided training to 4 parents and 1 person with a disability on Self-Determination, and gave two presentations on Self-Determination, one of which was conducted in Spanish.

The Council's regional offices are charged with recruiting for membership on each regional center's Self-Determination Advisory Committee. This month, staff began interviewing prospective candidates for Advisory Committees. Staff has also reached out to regional center Executive Directors to discuss timelines, committee size, outreach efforts and various procedural details. Staff continues to engage in outreach to the community through a variety of venues.

40 self-advocates attended the Council's regional office's board meeting, receiving information packets.

Staff advertised recruitment for the Self-Determination Advisory Committee members through e-newsletter and one-on-one outreach, spoke to many prospective candidates about the service requirements, and drafted and disseminated a screening application and interview tool.

Because of the complexity of services and the disparity of service delivery, and as shown in the various NCI reports, families and individuals do not feel fully informed, nor empowered to make change. As the developmental disability system undergoes stressors that can affect the sustainability of many services, empowering families and individuals is much needed. Although many organizations offer a variety of workshops on various topics, there is very little information or training on how to organize, to take action, and impact change. Local Council staff has been assigned to produce a leadership development protocol to recruit families and

individuals, form them into workgroups or teams, educate them on a specific issue of interest, assist them as they develop a plan of action to address the need, and coach the team as it carries out the plan of action. The model is to be highly adaptable so it can attend to the needs of many current groups that are organized, as well as promote the formation of new groups.

Barriers

Many children have no funds to leverage for self-determination, as they currently receive no services through the regional center system.

Some of the clients served (transferring from the Developmental Centers) have unique behavioral issues and must have 24/7 supervision and assistance. Others have progressed and have moved into more individual situations. It is necessary to see that all clients receive the services that they require and to the correct standards.

Some regional centers are markedly unenthusiastic about the self-determination option and, as a result, are resistant to implementation.

There are areas of the county in which staff has few contacts. Also, very few self-advocates have signed up for the e-newsletter so we need other ways to reach them.

Evaluation/Results:

Participants were surveyed at the end of 3 events. Large majorities of people at all the events found the presentations to be clear and understandable and they stated that they understood the specifics of how Self-Determination will work.

A self-advocate was demonstrating more in-control behavior. The QA interviewer was able to learn about services and supports that are not always offered to individuals that do not speak up for themselves and how important QA is to the individuals we serve.

Staff surveyed past participants in self-determination trainings and 5 people responded. As a result of the presentation, they reported that:

2 are more likely to pursue Self-Determination; 1 is less likely; 1 indicates that there will be no change.

4 will notify the RC of their intent to pursue Self-Determination.

5 have shared information about Self-Determination with other people.

Satisfaction Survey - every attendee reported satisfaction with the training.

Staff used the Self-Determination evaluation form. The majority felt they understood Self-Determination better and would consider it when the time came. Two commented they are unsure of the role of the facilitator and fiscal manager.

Staff used the Self-Determination survey for the Share group presentation. The majority felt they understood Self-Determination better and would consider it when the time comes. Every attendee reported satisfaction with the training.

Objective 3.2: Federal Performance Measures		Total
CS05	People trained in formal/informal community supports	1
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	217
QA03	Quality assurance programs/policies created/improved	1
QA05	People trained in quality assurance	52
QA06	People active in systems advocacy about quality assurance	338
QA07	People trained in systems advocacy about quality assurance	88
QA08	People trained in leadership, self-advocacy, and self-determination.	626
EM01	Adults have jobs of their choice through Council efforts	5

Goal 4: Public Safety Outreach

Public safety agencies, other first responders and the justice system get information and assistance to be knowledgeable and aware of the needs of individuals with developmental disabilities so they can respond appropriately when individuals with developmental disabilities may have experienced abuse, neglect, sexual or financial exploitation or violation of legal or human rights.

Areas of Emphasis	Planned	Areas Addressed
Child Care		
Cross-Cutting		X
Education & Early Intervention		X
Employment		
Formal and Informal Community Supports	X	X
Health		
Housing		
Quality Assurance	X	X
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		X
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		X
Outreach	X	X
Supporting and Educating Communities		X
Systems Design and Redesign		
Technical Assistance	X	X
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS		
Disability Rights California		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Arc - Imperial Valley

Community Catalysts of CA

Family Advocates

Get Safe

Imperial Valley People First

Local Law Enforcement agencies

Local Regional Centers

Local School Districts

Local Self-Advocacy groups

Local service providers

Local Social Service agencies

Mendocino County Office of Emergency Services

Mendocino County Sheriff's Office

Office of Emergency Services (OES)

Orange County Adult Protective Services

Orange County Office of the District Attorney

Orange County Transportation Authority

Regional Center of Orange County (RCOC)

San Bernardino County District Attorney - MDT

San Diego People First

Self-Advocacy Council 6 (SAC 6)

Shriner's Hospital

South Ukiah Rotary Club

4.1	The Council will maintain or develop collaborative relationships with local law enforcement agencies and others to improve the awareness and education of public safety personnel and the justice system on the unique needs of individuals with developmental disabilities.
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Implementation Activities

Planned:

1. Outreach to law enforcement/others
2. Needs assessment in 2 areas
3. Develop/publicize materials

Actual:

A. Outreach (law enforcement & public safety/first responder agencies):

1. Staff established formal partnerships (via MOU) with agencies that are key organizations in local disaster preparedness, response and recovery efforts.
2. Staff coordinated specialized training for the (statewide) California Highway Patrol.
3. Staff maintains an ongoing collaboration with the San Bernardino County District Attorney's Multi-Disciplinary Team on Elder and Dependent Adult Abuse team
4. Resource fair for the Psychiatric Emergency Response Team (PERT) Academy (a collaboration between law enforcement and county mental health department[s])
5. Training for San Diego Zoological Society/Safari Park - Security and Guest Relations Departments
6. Collaboration with the Mendocino County Sheriff's Department and Office of Emergency Services to develop a regional emergency response plan and training to prepare clients for disasters and other emergency events
7. Staff facilitated a meeting and presentation with first responders/law enforcement and self-advocates
8. Staff, which collaborates with the local Regional Center's Criminal Justice Task Force, facilitated a training with the local Office of the District Attorney to address criminal justice issues involving victims and/or suspects/defendants with developmental disabilities and the training provided to prosecutorial staff about these issues

B. Materials/Resources:

1. Systemic and Policy Implications for the Prevention and Response to Abuse of Individuals with Developmental Disabilities
2. Abuse and Neglect of Adults with Developmental Disabilities: A Public Health Priority for the State of California
3. *Get Safe* curriculum
4. Printer/materials for emergency identification cards
5. Webinar (the ARC): First responders addressed effective emergency and other public contacts with people with developmental disabilities and their families (nationwide audience)
6. Local law enforcement, EMS and other first responders, Mental Health and the California Highway Patrol provided resources to self-advocates, as SCDD facilitated a resource fair for issues related to emergency/disaster response.

Activities undertaken were: ☒ **All met** **Partially met** **Not met**

Timelines:

1. At least yearly in at least 2 areas, conduct outreach to local law enforcement and others in the justice system to identify interest and opportunities for trainings, technical assistance etc.
2. Every year, in at least 2 local areas, Identify need, disseminate existing resources
3. Year 3 to 5, based on needs assessment above, may utilize a grant to develop new educational materials as necessary. Disseminate such materials and other appropriate material in a subsequent year.

Timelines established were: ☒ **All met** **Partially met** **Not met**

Annual Progress Report:

Council staff participated in a meeting to prepare agencies for disasters by establishing formal partnerships (via MOU) with organizations that are key to local disaster preparedness, response, and recovery. Staff went through the demographic profiles, functional needs and regional characteristics of vulnerable populations and reviewed ‘lessons learned,’ especially regarding ‘special needs/vulnerable’ populations from the Office of Emergency Service’s (OES) approach to Hurricanes Katrina and Sandy. Meeting participants went over why disaster response partnerships are valuable, the MOU process, and next steps in developing agreements amongst agencies and OES.

Area Board 2 coordinated an educational training on November 8, 2013 with California Highway Patrol. Captain Jerry Flavin and Captain-Commander George Peck, presented information on how California Highway Patrol is trained on special populations. The Captains/Commander will be attending a training where they will learn and be developing a “train the trainer” model that will be implemented statewide for increased training for this area working with special populations. The training opened up a collaborative relationship and dialog to begin working closer with law enforcement in our region. 20 people trained

Council staff delivered a presentation entitled ‘Systemic and Policy Implications for the Prevention and Response to Abuse of Individuals with Developmental Disabilities,’ during a round table discussion at the 2012 National Survey on Abuse of People with Developmental Disabilities, attended by over 70 attendees. Staff distributed over 70 copies of the Council publication, ‘ENDING ABUSE: Training and Treatment Resources in Los Angeles County for Children and Adults with Developmental Disabilities, their Families, and the People who Support Them’ and over 70 copies of the SCDD, DRC, USC UCEDD, and UCLA UCEDD joint publication, ‘Abuse and Neglect of Adults with Developmental Disabilities: A Public Health Priority for the State of California.’

Council staff maintains an ongoing collaboration with the San Bernardino County District Attorney's Multi-Disciplinary Team on Elder and Dependent Adult Abuse.

Staff participated in a resource fair for the Psychiatric Emergency Response Team (PERT) Academy 32 individuals were provided with resource materials, an overview of the Area Board Office of the State Council and we could be a resource to them.

Get Safe is the recipient of Cycle 36 grant funding and the project is designed to train first responders on appropriate interventions, increase awareness and knowledge of people with intellectual disabilities, and what to do in the event of an issue. The San Diego Zoological Society requested a training for their park security and guest relations staff on this topic. There were 47 people in attendance, and the feedback received was very positive.

Local Council staff met with the Mendocino County Sheriff, Tom Allman, and the Community Service Chair for the South Ukiah Rotary Club, to discuss the ability of the county to fund the purchase of a Zebra ZXP 3 dual -sided card printer and continue to provide the picture ID emergency identification cards for people in the local service area, given that the current machine is unable to keep up with the volume of requests. Staff attend events and provides ID cards for safety, in case of an emergency. The Sheriff asked us to send him a letter with our request and that they would also supply the card stock for the printer. This activity is in conjunction with our emergency and disaster preparedness workshops and, with recent fires and earthquakes throughout CA, it has become even more pressing that clients are prepared to identify themselves to first responders and the cards provide vital contact information in order to efficiently and effectively assist clients and families in an emergency situation.

Staff met with the Mendocino County Office of Emergency Services (OES) to follow up on training Council staff provided this year on disaster preparedness and will continue to meet with consultants from OES to plan and prepare clients for potential disasters and emergencies. For several years, staff has been a participating in a collaborative effort to plan and train area agencies in disaster preparedness. The next phase is for OES to work through an MOU process with agencies to assist agencies and clients in the event of an emergency.

OES and Council staff will plan and provide training/outreach to agencies providing services to people with developmental disabilities. With the recent drought and fires throughout our service area this past summer, the need has become crucial. An earthquake to the county just south of

our service area confirmed the need to work with OES to reach self-advocates in our service area plan and prepare for emergencies.

Through the Council's Cycle 36 Get Safe grant, training was provided to the security department and guest relations personnel at the Safari Park, with 42 people in attendance. The training was well received. In addition to offering safety information and techniques to better serve people who may – or appear to - be out of control at the Safari Park, some people in attendance also identified other locations where they said they could use the information, as well. Not only will this benefit local residents/visitors to the Safari Park, but tourists, as well.

Staff provided in-kind support to the Self-Advocacy Council 6 (SAC6) leading up to and during a regional meeting. Local law enforcement, (police officers and sheriff's deputies), emergency medical technicians (EMT), and fire department personnel attended and spoke at the meeting. First responders and law enforcement spoke with self-advocates in a group and also met with people individually, becoming better acquainted with people who live in areas in which they work.

Council staff provided outreach and support for a training opportunity for self-advocates, local law enforcement, and first responders at a self-advocacy meeting attended by self advocates and 7 law enforcement officers and other first responders. Staff handed out information and spoke to people about local Council supports and activities.

Local Council staff works with the Regional Center of Orange County's Criminal Justice Task Force. Task force members include representatives from the local regional center, the Office of Clients' Rights Advocacy, family members, Adult Protective Services (APS), the local Transportation Authority, Get Safe, and community service providers. Members collaborate on individual cases and systemic issues impacting regional center clients, with input from local law enforcement, as needed.

Staff worked with a deputy district attorney through the local District Attorney's Office in a special meeting to educate and update members about the D.A.'s current policies and procedures in regard to pursuing criminal allegations people with developmental disabilities, the prosecution of alleged perpetrators with developmental disabilities, and the resources used to educate staff about people with developmental disabilities. Task force members hope this will lead to an

improved and ongoing relationship between its member agencies and the Office of the District Attorney, ultimately benefitting residents with developmental disabilities and their families.

The Council participated in a webinar by the Arc, with three first responders giving suggestions on what is needed for better resolution in situations between people with disabilities, their families, and first responders. Handouts were provided. It is unclear how many people watched the webinar, but it was attended nationwide, according to the moderator.

Staff joined a resource fair for the PERT Academy. 75 first responders involved with law enforcement were given information about the Council and services that are available to people with developmental disabilities and 51 people were provided with resource materials, an overview of the State Council on Developmental Disabilities and how the Council can be an effective resource.

Staff gave technical assistance at the Self-Advocacy Council 6 (Sac6) during a monthly meeting. Over 150 self-advocates from five counties attended. The ambulance, fire, and law enforcement personnel and officers from the California Highway Patrol provided valuable information on how to be prepared in the event of an emergency. Local agencies set up booths and provided materials, including the Shriners, SAC6, Disability Rights California (DRC), and mental health support staff.

Barriers:

The system dedicated to the prevention and reporting of and response to abuse and neglect is complex. There are problems across multiple systems, beginning with eye witness testimony, attitudinal barriers present in different venues (providers, law enforcement, prosecutors, professional staff, etc.), a complex statutory framework, and, perhaps most notably, a lack of any central agency to address abuse and neglect.

Self-advocates demonstrate a widespread lack of information as to how to effectively request assistance from law enforcement and other emergency/protective responders. Conversely, there has been a systemic lack of understanding by law enforcement and other first responders about the needs and unique perspectives of people with disabilities, creating a safety gap for people with developmental disabilities. This has consistently been identified as an area of ongoing

concern: first responders not trained to assist people with disabilities and people with disabilities who may not be able to communicate effectively with first responders.

Evaluation/Result:

Pre and post-event surveys were done, as were satisfaction surveys, with results that indicated attendees were extremely satisfied.

The event was successful in that self-advocates are building relationships with local law enforcement and other first responders. Local law enforcement officers and other first responders now have a clearer understanding of people with developmental disabilities and are better informed.

Based on conversations with participants, there was appreciation expressed for the additional field resources.

People who were contacted expressed that they felt the meeting was a valuable opportunity to better know the people in the county who are assigned to public safety and learn valuable information about how to access services when needed.

The event information was helpful and was disseminated to our communities. Hope to formulate training from this.

There was a great turnout for the meeting and first responders spoke and then stayed and talked with people and took pictures- it was a great day!

Objective 4.1: Federal Performance Measures		Total
CS05	People trained in formal/informal community supports	584
CS03	Formal/informal community supports programs/policies created/improved	1
CC01	Public policymakers educated by Council about issues related to Council initiatives	2
QA06	People active in systems advocacy about quality assurance	58
QA07	People trained in systems advocacy about quality assurance	74
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result of Council efforts	3

Goal 5: Emergency Preparedness Individuals with developmental disabilities and their families get the information to be prepared for emergencies.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Cross-Cutting		X
Education & Early Intervention		
Employment		
Formal and Informal Community Supports		X
Health		
Housing		
Quality Assurance	X	X
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		
Coalition Development and Citizen Participation		
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		
Informing Policymakers		
Interagency Collaboration and Coordination	X	X
Other Activities		X
Outreach		
Supporting and Educating Communities		
Systems Design and Redesign		
Technical Assistance		X
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS		
Disability Rights California (State Protection & Advocacy System)		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

American Red Cross

California State University - Fullerton

CalOptima (Medi-Cal Program)

City of Anaheim

Dayle McIntosh Center for Independent Living

Disability Rights Workshop (DRW)

Elder Care Guides

Emergency Service Agencies

Enriching Lives

Family/Social Service Agencies

Home of Guiding Hands

Hope Services

M J K Marketing

Office of Emergency Services (OES)

Orange County Adult Protective Services

Peer Advocacy Connection/People's First Chapters

Redwood Coast Regional Center (RCRC)

Regional Center of Orange County (RCOC)

Self-Advocacy Council 6 (SAC 6)

5.1	At least 300 individuals and families will be prepared in case of an emergency through the efforts of the Council in collaboration with others.
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Implementation Activities

Planned:

1. Collaboration and Trainings
2. Resource adaptation
3. Outreach

Actual:

A. Training & Outreach:

1. American Red Cross Emergency/Disaster Preparedness (for self-advocates)
2. Emergency Planning Supports: Eight (8) 2-day workshops (addressing natural and/or man-made disasters)
3. Humboldt Area Foundation Tsunami event
4. Regional semi-annual meeting of self-advocates from People First Chapters: Emergency Preparedness for People with Developmental Disabilities
5. 2014 Annual Drought Response Workshop: Inclusion Issues

B. Resources:

1. Emergency Engagement Plan
2. 'In Case of Emergency' (ICE) cards
3. Emergency Kits (Independent Living and Day Activity Programs)

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Collaborate with emergency preparedness organizations and other local disability organizations in at least one region of the state annually to bring trainings to individuals with developmental disabilities and their families on preparedness.
2. Utilize and/or adapt available resources as needed.
3. At least yearly, participate in a local or statewide emergency preparedness fairs.

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Council staff provided technical assistance to the Self-Advocacy Council 6 (SAC6) at a meeting of self-advocates. Over 150 self-advocates from five counties attended. American Red Cross volunteers provided valuable information on how to be prepared in the event of an emergency and how people can help the Red Cross during an emergency.

Staff from (the Cycle 36 grantee) Enriching Lives organized and provided the first of 4 workshops entitled 'Emergency Planning Supports.' Major activities of the project include four separate 2-day workshops. The grantee has begun the Emergency Preparedness trainings which will take place in each county serviced by the State Council in four counties in northwest California, each of which is susceptible to a wide range of emergency situations - both natural and man-made disasters, including earthquake, tsunami, wildfires and floods. Training will be customized to the local region. Prior to the first training, an earthquake occurred in the county in which the training was to be held, which immediately became an opportunity to evaluate (and make minor adjustments) to training topics and curriculum. For this region, the training focused on earthquake and tsunami response. Attendees at the first event included regional center and group home staff, families, people with developmental disabilities, and community providers. As a primary outcome of these trainings, at least 50% of clients served have been given a basic Emergency Engagement Plan that was developed. The grantee and Council staff teamed to present and offer '*In Case of Emergency*' cards at the Humboldt Area Foundation Tsunami event, which coincided with the Council training.

Council staff participated in three meetings with the Peer Advocacy Connection, which is made up of 10 leaders from each People First Chapter in a 10-county catchment area. The PAC is planning a semi-annual regional meeting of 150 self-advocates from People First chapters. The meeting/conference topic will be entitled 'Emergency Preparedness for People with Developmental Disabilities.' Staff is assisting with a plan to locate speakers for the 1st Regional PAC meeting. PAC members (self-advocates) are identifying questions for the training, reviewing training videos on emergency responders and situations with law enforcement, and are helping to structure the emergency preparedness training.

The 2014 Drought Response Workshop (DRW) was an annual, all-day workshop focused on inclusion, which drew speakers from throughout California. Funding was provided through grants and the venue was provided by the City of Anaheim. The April 2015 Workshop will focus on emergency preparedness and safety for consumers and feature local and regional experts in the area.

Hope completed the fourth and final quarter of its Cycle 37 grant program, providing emergency kits to adult day service programs and the people being served by their own independent living program.

Barriers:

There is an ongoing need to teach people how to be prepared in the event of an emergency.

Finding locations for trainings has been problematic. Transportation can be an issue, depending on bus schedules in rural areas to transport self-advocates to workshops. There was low attendance at the workshops in far northern California. One workshop was held on a weekday and many self-advocates and family members were working. If done again, weekend training should be provided, since many clients could not attend as they were already at job sites.

The primary challenge with the project was facilitating for the people making videos about people with disabilities, while focusing on prevention of escalating behaviors, etc., rather than developing/demonstrating 'worst case scenario' situations.

Council expense payments were delayed due to changes in oversight and billing approval. The delays slowed Hope's administration of the grant, but issues have since been resolved and grant obligations have now been fulfilled.

Evaluation/Results:

There was overwhelming appreciation for the two Red Cross presenters. The materials were in plain language and they brought free samples of safety items.

Evaluations were provided to attendees.

Self-Advocates were the primary group coordinating this training, with some facilitation assistance.

Surveys were provided at each workshop.

The grantee completed the scope of work within the performance standards, as described in the grant application.

Objective 5.1: Federal Performance Measures		Total
CS02	Dollars leveraged for formal/informal community supports	\$4,500
CS05	People trained in formal/informal community supports	410
CS06	People active in systems advocacy about formal/informal community supports	120
CS07	People trained in systems advocacy about formal/informal community supports	523
QA08	People trained in leadership, self-advocacy, and self-determination.	15
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result of Council efforts.	6

Goal 6: Adult Transition Young adults with developmental disabilities and their families get the information and support to be prepared for and experience a successful transition to adult life.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Cross-Cutting		X
Education & Early Intervention	X	X
Employment		X
Formal and Informal Community Supports		
Health		
Housing		
Quality Assurance	X	
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		
Informing Policymakers		
Interagency Collaboration and Coordination	X	X
Other Activities		
Outreach		
Supporting and Educating Communities		X
Systems Design and Redesign		
Technical Assistance		
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California (State Protection & Advocacy System)		X
UCEDD		X

Other Collaborators Planned: None

Other Collaborators Actual:

Abilities United	Local Parents
Achieve Schools	Local Regional Centers
Adult Transition Program	Local SELPAs
The Arc	Local Students
Calaveras County Transit	Local Vendors
California Department of Rehabilitation (DOR)	Michael Pearce, Attorney Modesto Unified School District
California Office of Administrative Hearings (OAH)	Monterey Bay Provider Network MORE Rehabilitation Services
Ceres Unified School District	Murrieta Valley Unified School District
City of San Andreas	Parents Helping Parents Atascadero
College 2 Career (C2C) Program	Parents Helping Parents San Luis Obispo
College of the Redwoods	Patterson Unified School District
Disability Resource Agency for Independent Living (DRAIL)	Rainbow Family Resource Center Redwood Coast Regional Center (RCRC)
FamilySOUP FRC	Rowell Family Empowerment of Northern California
Fiesta Educativa	
Friends with Children of Special Needs	San Diego Regional Center (SDRC)
Get Safe	Self-Advocacy Council 6
Greater Opportunities	SF Bay Area Autism Society
Hope Rehabilitation	Special Education Parent Advisory Committee
Humboldt County Department of Education	
Humboldt State University	Trinity Change
Imperial Valley College	United Cerebral Palsy (UCP)
Imperial Valley SELPA	Urban Skills Center
Inland Empire Autism Society	Valley Mountain Regional Center (VMRC)
Interwork Institute at San Diego State University	Ventura County Office of Education/SELPA Warmline FRC
KVMR radio station - Disability Chat Hour	

6.1	Students with developmental disabilities and their families will receive information, advocacy and support during transition to adult life.
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Implementation Activities

Planned:

1. Advocacy and individual support
2. Trainings, conferences & workshops

Actual:

A. Training

1. UCD Mind Institute: Educational Services and Transitioning from the Educational System, Regional Center Services, and Post-Secondary Community Options
2. Transitioning Young Adults with Developmental Disabilities
3. Transition from School to Adult Life: An Overview of Adult Services and Supports (as given by adult self-advocates to high school special education students)
4. Alameda County Transition Faire
5. Parents Helping Parents: Transition Summit (Housing, jobs, health, socialization, adult training and strategies to build coalition to promote systems change)
6. Special Education Teacher Transition Fair
7. Parents Helping Parents: Transitioning Young Adults with Developmental Disabilities (The Transition Timeline and How It Impacts Services for Your Young Adult)
8. Transition to Adulthood: Practical and Legal Strategies
9. Regional Center (Transition Age 16-23 Caseworkers): SCDD and the Employment First Policy
10. Person Driven Planning: Let's Talk Transition
11. Conservatorships, Public Benefits & Trust Planning: Preparing for Age 18 & Transition to Adulthood
12. Conservatorships, Public Benefits & Trust Planning: Trust Planning for Families with Special Needs

B. Outreach:

1. Stanislaus County Transition Task Force
2. Supported Employment/Living Interagency Team (SELIT)
3. Disability Collaborative
4. Parents Helping Parents: Intake Clinic
5. Ventura Transition Fair
6. Autism Services Panel
7. Thousand Oaks Transition Fair
8. Oxnard Transition Fair
9. Transit Summit

C. Resources:

1. 284-page Training Manual
2. 23-page Training Manual
3. Transition Resources (Website links)
4. Consumers Guide to the Lanterman Act (booklet)
5. 45-page Transition Guide
6. Lanterman Act (booklet)
7. So You're Turning 18 (pamphlet)
8. Conservatorship (article)
9. Duties of a Conservator
10. Healthcare (flyer)

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. On an as needed basis and based on available resources, provide local support at transition IEP meetings.
2. Collaborate with local schools, SELPAs, parent and self-advocacy groups and others to present information about adult options and the transition process at a minimum of 20 conferences, workshops, or training events on a yearly basis.

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Staff held a 2-hour training for parents and professionals serving those with disabilities at the UCD MIND Institute (UCEDD). Topics included Educational Services, Transitioning from the Educational System to Regional Center Services, Regional Center services, and Post-Secondary Community Options. Twenty parents and five MIND Institute staff attended. A 284-page training manual was provided to each attendee. Advertising and marketing for the training was handled by The MIND Institute.

Staff held a 30-minute training on Transitioning Young Adults with Developmental Disabilities. A 23-page training manual was provided to each attendee, which included links to additional transition resources - also posted on the website's 'Links' section. Nine parents and self-advocates and five local parents attended.

Council staff facilitated a presentation by adult self-advocates in a high school special education class. The presentation focused on the transition from school to adult life and provided an overview of adult services and supports.

Council staff planned and implemented the Alameda County Transition Faire, with approximately 200 people in attendance, including 100 parents and 65 students. The faire focused on educating individuals and families about the transition from school to adult services. Staff spoke directly with 30 people with developmental disabilities and 12 family members regarding the Council's role.

Staff helps to facilitate, provide input and collaborates with a multi-agency transition task force meetings and participated in planning upcoming Supported Employment/Living Interagency Team (SELIT) meetings. These meetings are designed to design and improve seamless transition outcomes for people who are leaving the education system and considering adult services in multiple counties. Much of the focus is on employment and day program placement with appropriate transportation. Participants include local regional centers, teachers of students served by regional centers, participating school districts and SELPAs, regional center vendors, DRAIL, DOR, local transportation providers, other interested agencies and, sometimes, students themselves. These meetings also allow districts to track and report on progress of the previous year's transitions to ensure that the results were as planned.

An all-day Transition Summit was held at Parents Helping Parents and included families of transition-aged students. At the Summit, staff informed families of service needs in the areas of housing, jobs, health, socialization, and training and were given strategies to build coalitions to promote systems change.

Staff has been developing ongoing recruitment of members to the Disability Collaborative, including Hope Rehabilitation, Greater Opportunities, SF Bay Area Autism Society, Trinity Change, and the Monterey Bay Provider Network.

Staff gave an introduction to Council services at the Special Education Teacher Transition Fair, Ventura County Office of Education/SELPA, which reached 57 participants.

Staff facilitated the presentation entitled, 'Transitioning Young Adults with Developmental Disabilities: A review of agencies' transition timelines and how it impacts services for your young adult,' for Parents Helping Parents, serving 30 participants.

Staff held an Intake Clinic with Parents Helping Parents Atascadero and logged in 7 participants.

Staff gave a training entitled, 'Transition to Adulthood: Practical and Legal Strategies/Special Education' with the Rainbow Family Resource Center, which included 15 attendees.

The Council participated in the Ventura Transition Fair, as sponsored by the Ventura County Office of Education/SELPA and was attended by 20 participants.

Council staff served on the Autism Services Panel through the Ventura County Office of Education/SELPA with 10 attendees.

The Council participated in the Thousand Oaks Transition Fair, with the Ventura County Office of Education/SELPA. 35 people attended the event.

Staff presented at the Oxnard Transition Fair through the Ventura County Office of Education/SELPA, with 5 participants in attendance.

Staff engaged in an initial collaborative meeting with Murrieta Valley Unified School District, Adult Transition Program, Special Education Parent Advisory Committee, Inland Empire Autism Society, Kecia Weller, and community members (seeking collaboration with CECY, through

UCLA's Tarjan Center) to develop an Employment Summit. The goal is to increase the number of self-advocates hired directly from high school.

Staff provided training and information to regional center case workers in charge of the transition age (16-23) caseload about the role of SCDD and the Employment First Policy. An upcoming summit is scheduled for self-advocates in the local geographic area to obtain gainful work.

Staff participated in a brainstorming session regarding life skills classes offered at the College in a downtown location. The group determined that services to those 18 to 35-year olds who are on the autism spectrum are being undeserved in the local county and have a great need to be with peers to share learning/social and job skills. This was heard and is being addressed by the administration; curriculum is being developed. There are additional, similar programs within the state and consideration for replication should be discussed as staff gains credibility within the larger collaborative. It is hoped that ongoing improvements to the program curriculum will lead to more students achieving success with post-secondary education and employment outcomes, based on skills developed through this program.

Staff gave a panel presentation called 'Let's Talk Transition,' which was provided to 63 attendees. The panel of presenters provided information on the Person-Driven Planning Process during transition planning offered to students. A teacher and student discussed her plan. The student is graduating and will be attending the College 2 Career (C2C) program. Staff from the College 2 Career presented; Disability Rights California discussed the educational aspect of transition; and staff from the Department of Rehabilitation and a local regional center also provided information on available services and supports, post-graduation. Additionally, the Council grantee from *Get Safe* talked about community safety, as students navigating the community on public transportation are always of concern to family members.

Council staff provided a 6-hour, 2-part parent training on Conservatorship, Public Benefits, & Trust Planning by Michael Pearce, Special Needs Trust Attorney. Part 1 of the presentation included Preparing for Age 18 & Transition to Adulthood. Part 2 included Trust Planning for Families with Special Needs. 11 people attended (4 were professionals). Comments from the evaluations of this activity included:

"Great examples."

"Enthusiasm and knowledge."

"Presenter was very good. Liked his attitude."

"Liked the information, overview of options, resources."

"The examples that explain why/how the laws work."

"The Q & A opportunities throughout session."

"Didn't like the sales pitch of his app."

Staff participated in a meeting of the Disability Collaborative that has formed into a steering committee to direct action items formed at the Transition Summit. The committee agreed to invite other members and design a website that can promote dialog and planning among members of the collaborative. The committee also agreed to create Road Maps to a variety of community-based services. Volunteers offered to help design the website. Other key partners have been recruited to join the collaborative, including Fiesta Educativa, to address the needs of the bilingual community. Staff met with providers, families, and people with developmental disabilities to promote the development of the Disability Collaborative.

Council staff organized and hosted a presentation through the Office of Administrative Hearings on Special Education Due Process, with approximately 60 people in attendance.

Staff provided outreach and a training opportunity for self-advocates, transition-age students, and the public at an event attended by 150 people. Staff distributed information and spoke with 45 people about Council supports and activities, the Employment First Initiative, and self-determination.

Staff organized and facilitated the presentations of adult self-advocates to adult school special education classes in both Hayward and Castro Valley. The presentation focused on transitioning from school to adult life and provided an overview of adult services and supports.

Staff attended the summer meeting of SELIT, discussing transitional planning for 13 students who are leaving the educational system this fall and transitioning into adult services. Four students represented themselves and provided input as to their plans for transition. Six students want an employment option and this was a major factor in the service recommendations discussed by the team. All of the students' transitional needs were considered by the local regional center, educational staff and vendors, in order to determine the appropriate path to adult services in light of their interests and needs.

In an effort to get word out to families about training and other important events, staff sent emails to a mailing list of 700, and forwarded a flyer to other agencies (including the local regional center, Warmline FRC, FamilySOUP FRC, Rowell Family Empowerment of Northern California, the ARC, and UCD Mind Institute) who shared with their mailing lists. Council staff also announced training on KVMR radio station - Disability Chat Hour, posted on the Radio Station online bulletin board, and mailed notices to libraries for posting publicly.

Barriers

It has been difficult to access some underserved and/or marginalized groups to share information on rights. Any opportunity to offer training to parents, in particular, is a great opportunity to educate them on community services related to children with disabilities. Additionally, it has been difficult to get buy-in from people with disabilities, their families, and providers to devote time needed to create an empowered collaborative that can work with other decision-makers in order to shape policy.

There is no available funding to build a website and it has been difficult to achieve buy-in from people with disabilities, family members, and professionals to devote the necessary time to create an empowered collaborative to work with other decision-makers in shaping policy.

Transition-aged students are unfamiliar with options available once their education programs come to an end, highlighting the importance of relevant planning to insure successful transitions.

Students and their families are currently failing to consider employment as a viable alternative to enrollment in a day activity program, and there is a lack of educational opportunity within the community college system for those desiring additional training and education.

Evaluation/Results:

80 families and service providers attended the event and staff distributed Disability Findings to all participants. By of a follow-up plan, the planners agreed to move toward the building of a coalition and a meeting scheduled by steering committee to evaluate results of summit.

Satisfaction Surveys were provided to attendees, and the results were highly satisfactory.

Evaluations were completed by 9 of the 11 people in attendance. 6 rated the training 5 out of 5; 2 rated the training 4 out of 5; and 1 rated the training a 3 out of 5, with 5 being the highest possible score. This is an ongoing project. For next steps, progress will be based on the completion of the website.

Staff distributed handouts about the Employment First Initiative and Self-Determination policy, providing information about the role of the Council and the roles of other agencies and supports.

The discussion of students' interests, abilities and needs during the meeting led to appropriate placement options being considered for transitioning students. The presence of regional center and their vendors and educational staff allowed decisions to be made 'in the moment,' which all appear to be of significant benefit to the students.

With the increase of people being diagnosed on the autism spectrum, there is a need for people with similar learning abilities to be able to meet and learn social-adaptive skills from peers. For those individuals in the 18 to 35-year age range, services and supports are at a minimum or nonexistent. Local educational administrators listened to staff's request and will consider a change, making a curriculum adjustment.

Objective 6.1: Federal Performance Measures		Total
CS05	People trained in formal/informal community supports	227
ED01	Students have the education and support they need to reach their educational goals through Council efforts	15
ED03	Students transitioned from school to community and jobs	15
ED08	Post-secondary institutions improved inclusive education	1
ED13	Parents trained regarding their child's educational rights	128
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result of Council efforts.	15

Goal 7: Early Start Children birth to 3 who are at risk of, or have, a developmental delay and their families receive the early intervention services they need to achieve their potential.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		X
Cross-Cutting		X
Education & Early Intervention	X	
Employment		
Formal and Informal Community Supports		
Health		X
Housing		
Quality Assurance	X	
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation		
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		
Outreach		
Supporting and Educating Communities		X
Systems Design and Redesign		
Technical Assistance	X	X
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California (State Protection & Advocacy System)		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Alex Rorabaugh Family Resource Center

AmeriCorps

Blythe Child Care Centers

Bridges to Success

Chuparosa

Department of Health & Human Services (DHHS)

Department of Rehabilitation (DOR)

Early Start

Escuela De La Raza Unida School (ERU)

Far Northern Regional Center (FNRC)

Fiesta de Costa del Central

Fiesta de Educativa

First 5 Mendocino

Friends of Children with Special Needs

San Diego State University Interwork Institute

Local Regional Centers

North Valley Catholic Services

Parents Helping Parents

Shasta County Mental Health

Shasta County Office of Education

Shasta County Special Education Local Plan Area (SELPA)

The Family Center

7.1	Parents of young children and professionals who work with them will learn to navigate the service system and understand their rights through trainings and materials presented by the Council.
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Implementation Activities

Planned:

1. Education and Training

Actual:

A. Outreach

1. Mommy and Me (support group for parents of children 0-4)

B. Education & Training

1. Parent/Child Play Group: Overview of Early Intervention Services (in Spanish)
2. How to Navigate the Service System: Early Intervention Services

C. Resources

1. Momme y Yo (Spanish support group flyer)
2. Special Education Rights and Responsibilities (handbook)

Activities undertaken were: ☒ **All met** **Partially met** **Not met**

Timelines:

1. At least 5 trainings will be provided annually in collaboration with local Family Resource Centers and others

Timelines established were: ☒ **All met** **Partially met** **Not met**

Annual Progress Report:

Disparity Report: Yearly, the regional center completes a Disparity Report that reviews the distribution of services among many demographic categories. The data demonstrates a disparity of purchase of services among non-white ethnicities. The local Area Board has focused on greater outreach to these communities, having attended resource fairs, and given presentations on self-determination, the Lanterman Act and rights, and mental health needs within families of children with disabilities. This work has enabled Council staff to forge relationships with a variety of organizations, such as Fiesta de Educativa, Fiesta de Costa del Central, Chuparosa, Friends of Children with Special Needs, and Parents Helping Parents. With these relationships established, Area Board will reach out to the representatives of these organizations and offer our assistance to form a team that can focus on the disparity of purchase of service. With this team, an action plan will be developed and implemented to empower these communities to have an impact on the causes for the disparity of service delivery.

Council staff was instrumental in helping to develop the Mommy and Me support group, for children 0-4. The program was established through a collaboration of the Council, First 5, Department of Health and Human Services, the Family Center and Ameri-Corps to provide funds for staffing and/or contributions of in-kind participation and facility space. The group is now meeting twice a week and membership has increased. Children are able to play on mats in the children's room and explore their environment while parents and staff observe and listen to short topics on child development by the Family Resource staff. This program for infants and young children will provide the services/supports needed to reach developmental goals and will assist families to identify any developmental delays the child may have. Program staff will assist families to access needed health services and help parents identify community resources that will meet the child's health and developmental needs, as well as make referrals to the appropriate intervention services and health resources.

Flyers about the Mommy y Yo group have been dispersed in the surrounding neighborhoods and shops, Head Start and State preschool to increase attendance and to announce the purpose, dates and times of future play groups. The group of parents and children is quickly expanding as word gets out. The group attending has been predominantly Latino and materials are all translated in Spanish and English. The Family Resource Center provides staffing 2x a week for the parenting

group. The groups are now being staffed by AmeriCorps members, so staffing and site barriers have been overcome. The next challenge will be to keep funding in place and to find other sources of revenue to maintain the support group and site.

Staff provided a training/overview of Early Intervention Services to a parent/child play group in Spanish. Staff also assisted families with early start and respite eligibility issues and were provided with copies of DRC's Special Education Rights and Responsibilities handbook.

Council staff collaborated with Escuela De La Raza Unida School and Child Care Centers to provide community outreach training on early intervention services and how to navigate the service system to better support their child. Staff also trained parents about available services, parent/child rights, and local community resources.

Objective 7.1: Federal Performance Measures		Total
ED02	Infants and young children have the services/supports needed to reach developmental goals through Council efforts	6
ED13	Parents trained regarding their child's educational rights	10
CH02	Dollars leveraged for child care programs	\$2,500
CH03	Child care programs/policies created/improved	1
CH05	People trained in child care	18

7.2	Families of young children who experience barriers to accessing early intervention services and child welfare workers, medical personnel and others who serve them will receive technical assistance, information and advocacy through the Council in partnership with Family Resource Centers and others.
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Implementation Activities

Planned:

1. Information, Advocacy and support

Actual:

A. Outreach & Collaboration:

1. Shasta County 0-5 Collaborative
2. Escuela De La Raza Unida (ERU) School and Child Care Centers: Staff Training (Developmental Disabilities, How to Include Children with Developmental Disabilities in Educational Settings, Play and Other Activities with Typically Developing Peers)

B. Systems Advocacy

1. Early Start and System Funding Review and Reform (legislative support)

Activities undertaken were: ☒ **All met** **Partially met** **Not met**

Timelines:

1. On an ongoing basis, respond to advocacy requests from parents, child welfare workers, family resources centers and others and will provide information, technical assistance, support and direct advocacy as appropriate.

Timelines established were: ☒ **All met** **Partially met** **Not met**

Annual Progress Report:

Council staff was contacted by parents of children with developmental disabilities who were experiencing difficulties with intake coordination and other services at the regional center. Problems stemmed from delays in call-backs, the lack of information that was being given, psychological assessments and review, and the assignment of cases after intake. Noting a pattern, staff invited two families to speak at the meeting of the Council's local Area Board. The meeting was attended by the executive director of the regional center and parents who were given the opportunity to present their concerns to the Board members. They, in turn, directed staff to work with the parents and regional center director to schedule a meeting to address families' concerns. Within a few weeks, the meeting was held at a parent's home, attended by four other families. The director listened to the complaints and devised a strategy to review and improve the intake process at the Santa Cruz office, resulting in change in both policy and procedure within an agency.

The 0-5 Collaborative is a multi-agency, multidisciplinary, county-wide effort to provide access to developmental and social-emotional health services to at-risk (prenatal to age 5) children, their families, caregivers, and childcare providers through a variety of strategies, providers and agencies working in a collaboration designed to best meet the needs of each child and family. The local Office of Education is developing two intensive therapeutic preschool classrooms, which will serve preschool children with severe behavioral issues that prevent them from participating in inclusive education with peers. Council staff and the agency partners in the 0-5 Collaborative have had an active role in the development of these classrooms.

Council staff sent emails to fifteen Boards of Directors to encourage support of legislation to renew Early Start funding. Emails were sent to 545 individuals. Of those recipients, 125 opened the email and 16 clicked on the link to support Early Start and System Funding Review and Reform. Due to the number of emails required to reach the community, links have been posted to the local Council office website and Facebook page.

Staff collaborated with Escuela De La Raza Unida (ERU) School and Child Care Centers to provide an 'all staff' training about types of developmental disabilities and how to include children with developmental disabilities in educational settings, play, and other activities with

their typically developing peers. Staff also provided an overview of community services and resources within the local area, including how to refer children 0-3 and those over age 3 to the regional center system. The training was well received by all who participated.

Barriers:

Due to the loss of funding for early intervention programs in 2009, vital services for early intervention were lost, which has resulted in significant impact on programs, services and supports for at-risk children and their families. The restoration of funding to early intervention programs is crucial in order to provide appropriate services and programs to this vulnerable population.

Objective 7.2: Federal Performance Measures		Total
ED01	Students have the education and support they need to reach their educational goals through Council efforts	23
ED02	Infants and young children have the services/supports needed to reach developmental goals through Council efforts	8
ED04	Children transitioned from early intervention and pre-school to inclusive classrooms/schools	6
ED11	People active in systems advocacy about inclusive education	140
CH05	People trained in child care	27

Goal 8: Employment First The State of California will adopt an Employment First policy which reflects inclusive and gainful employment as the preferred outcome for working age individuals with developmental disabilities.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Education & Early Intervention		
Employment	X	
Formal and Informal Community Supports		
Health		
Housing		
Quality Assurance		
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination	X	X
Coalition Development and Citizen Participation		
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		
Informing Policymakers	X	
Interagency Collaboration and Coordination		
Other Activities		
Outreach		
Supporting and Educating Communities		
Systems Design and Redesign	X	X
Technical Assistance		
Training		
Intermediaries/Collaborators	Planned	Actual
DDS		
Disability Rights California		
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

CAPC, Inc.
California Employment Consortium for
Youth (CECY)
Golden Gate Regional Center (GGRC)
Solano County Multi-Agency Network

Solano County Office of Education
Sonoma County Transition Consortium
University of California Los Angeles
Tarjan Center

8.1	The State Council’s Employment First Committee will continue to identify strategies and monitor progress towards implementation of the employment first policy.
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Implementation Activities

Planned:

1. Interagency and stakeholder collaboration and policy promotion
2. Monitoring
3. Systemic advocacy

Actual:

A. Collaboration, Outreach & Policy Promotion:

1. Sonoma County Transition Fair: Employment First Presentation
2. Joint North Bay Employment First Task Force (Proposed)
3. California Employment Consortium for Youth (CECY)
4. Golden Gate Regional Center Employment First Taskforce

B. Monitoring & Systemic Advocacy:

1. Passage of SB 577 (Pavley)
2. Solano County Multi-Agency Network: Integrated Competitive Employment (ICE) - Oversight and Monitoring

C. Resources:

1. Employment First (fact sheet)
2. Supported Employment Agency – Interviewing/Screening tool

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. At least quarterly, Years 1 and 2, convene and staff the Employment First Committee.
2. Years 2 to 5, request and analyze data from key stakeholders to assess progress toward increased employment numbers
3. On an ongoing basis, advocate for legislative and regulatory changes designed to remove barriers and advance opportunities to employment

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

The Council holds six meetings, yearly, of the Employment First Committee to address matters associated with implementation of the Employment First Policy and other employment-related issues of note. Prior to each Employment First Committee meeting, a pre-meeting is held with self-advocates to prepare them for the agenda and provide plain language information and material on agenda items and issues being addressed by the full committee, during the next day's meeting. The Employment First Committee works closely with the Statewide Self-Advocacy Network (SSAN) to consider fully self-advocates' concerns surrounding employment for people with developmental disabilities throughout the state.

Among concerns considered by the Employment First Committee are questions surrounding integrated, competitive employment (ICE) and the sheltered work/subminimum wage issues. One piece of legislation being supported and followed by the Council and its Employment First Committee was the proposed Assembly Joint Resolution 36, which stated that "the policy developments regarding disabled youth, individualized employment plans and training, and the prioritization of competitive integrated employment in the Workforce Innovation and Opportunity Act are consistent with the goals of the resolution to shift away from the use of subminimum wages and sheltered workshops." This resolution died in the Senate Committee on Labor and Industrial Relations. Another bill being watched closely, AB 1626 (Maienschein), died in the Senate Appropriations Committee.

The Employment First Committee has also closely followed the reauthorization of the Workforce Innovation and Opportunity Act (WIOA), in addressing employment considerations throughout the state. The Council will continue to collaborate with the state Department of Rehabilitation in devising ways in which to further address strategies for workforce development, as it relates to both job seekers with developmental disabilities and prospective community-based employers.

SB 577 (Pavley), which was the focus of much Council attention and work, has now been passed and is an enormous milestone for Californians with developmental disabilities. According to the California Legislative Counsel's Digest, "The Lanterman Developmental Disabilities Services Act authorizes the State Department of Developmental Services to contract with regional centers to provide services and support to individuals with developmental disabilities, including autism.

Existing law governs the habilitation services provided for adult consumers of regional centers, including work activity programs, as described, and establishes an hourly rate for supported employment services provided to consumers receiving individualized services.”

(http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB577) The passage of the State of California’s Employment First Policy now requires the state to increase the opportunities for individuals with developmental disabilities to achieve integrated competitive employment.

This bill would require the department, contingent upon receiving federal financial participation, to conduct a 4-year demonstration project to determine whether community-based vocational development services will increase employment outcomes for consumers and reduce purchase of service costs for working age adults, as specified. The bill would require the development and semiannual review of a plan, as specified, if community-based vocational development services, as defined, are determined to be a necessary step to achieve a supported employment outcome. The bill would establish an hourly rate for community-based vocational development services, for purposes of the demonstration project, of \$40 per hour for a maximum of 75 hours per calendar quarter for all services identified and provided in the plan. The bill would provide that a consumer’s hours of participation in community-based vocational development services may be provided in lieu of hours of participation in other community-based day program services, for up to 2 years, except as specified. The bill would require the department to publish a notice on the department’s Internet Web site when the demonstration project has been implemented, and to make determinations and notify the Legislature concerning the project’s effectiveness, as specified, at the project’s conclusion.

Staff gave a presentation on Employment First to the Sonoma County Transition Fair, with 50 parents, students, and staff in attendance.

Council staff co-arranged a meeting of the Solano County Multi-Agency Network, securing the participation of local regional center management, to discuss NBRC's policies and procedures to support integrated competitive employment (ICE). Participants included adult service providers, staff from the CA Work Investment Board, service providers, and others.

Staff distributed the Council's Employment First fact sheet to self-advocacy groups, resource fair attendees, and parent groups. Staff also developed and distributed a tool for people to use when interviewing supported employment agencies.

Staff participates in a meeting of the local regional center's Employment 1st Taskforce in San Francisco.

The Council is working with its federal partner (Tarjan Center at UCLA) as a member agency of the California Employment Consortium for Youth and Young Adults with Intellectual and Other Developmental Disabilities (CECY), which is moving forward and making tangible progress toward implementation efforts and tracking of California's Employment First Policy as it unfolds throughout the state.

The Council maintains the California Developmental Disabilities System Employment Data Dashboard on its website, as a way of tracking and providing public access to employment information in regard to people with developmental and other disabilities throughout the state, as well as comparing employment figures among the general population and people with developmental and cross-disabilities.

Barriers

Local regional centers have not all committed to the Employment First Policy. One regional center was asked by Council staff to be involved with a joint Employment First task force and declined to do so.

Evaluation/Results:

Much of the work associated with this Goal is also consistent with the progress being made through Goal 9 of the State Plan. Policy-level work around the Employment First Policy is braided directly into (and difficult to separate from) the program-level work that reaches out to self-advocates, families, and professionals throughout the state.

Objective 8.1: Federal Performance Measures		Total
EM07	People trained in employment	75

Goal 9: Employment/PSE Advocacy Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in inclusive and gainful work opportunities.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Cross-Cutting		X
Education & Early Intervention		X
Employment	X	X
Formal and Informal Community Supports		X
Health		
Housing		
Quality Assurance		
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination	X	X
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		X
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		X
Outreach	X	X
Supporting and Educating Communities		X
Systems Design and Redesign		
Technical Assistance		X
Training		X
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California (State Protection & Advocacy System)		X
UCEDD		X

Other Collaborators Planned: None

Other Collaborators Actual:

Alameda County Human Resource
 Department
 AMJaMB Supported Living Services
 ARC Fresno
 Banning Unified School District Adult
 Transition program
 California Employment Consortium for
 Youth and Young Adults with
 Intellectual and Developmental
 Disabilities (CECY)
 California Small Business Development
 Center of the Inland Empire
 Central Unified Schools
 Central Valley Training Center
 Ceres Unified School District
 CHOICES Institute
 City of Fresno
 Client Assistance Program
 Clovis Unified Schools
 Community Integrated Work Program
 (CIWP)
 Community Service Providers
 Contra Costa County Human Resource
 Department
 County Coordinating Councils
 Department of Health and Human Services
 Department of Rehabilitation (DOR)
 Disability Rights California - Legal Center
 (DRC)
 Disabled Student Services
 Employment and Community Options
 Employment Development Department
 (EDD)
 Exceptional Parents Unlimited
 Far Northern Regional Center (FNRC)
 Fresno Unified Schools
 Futures Explored
 Glenn County Office of Education
 Golden Gate Regional Center (GGRC)
 Goodwill Industries
 Goodwill Industries Southern California
 Housing Choices Coalition
 Humboldt Community Access & Resource
 Center
 Humboldt County Department of Health and
 Human Services

Humboldt County Public Schools
 Humboldt Office of Education
 Humboldt State University
 Inland Regional Center (IRC)
 Job Market
 Local Community Colleges
 Local Day Program Providers
 Local Offices of Education
 Local Parents
 Local Regional Centers
 Local Service Provider agencies
 Local UCEDD
 Local Vendors
 Making Headway Center for Brain Injury
 Recovery
 Modesto SELPA
 Murrieta Unified School District
 North Bay Regional Center (NBRC)
 Orange County
 Palo Alto Unified School District & Post-
 Secondary Program
 Partners in Policymaking
 Patterson Unified School District
 Press Enterprise Newspaper
 Project SEED
 Redwood Coast Regional Center
 Redwood Health Care
 Resources for Independence Central Valley
 San Andreas Regional Center (SARC)
 San Diego State Interwork Institute
 Santa Rosa Junior College
 Self-Advocacy Council 6 (SAC 6)
 Senator Pavley - California
 Shasta College
 Sonoma County Office of Education
 Stanislaus SELPA
 Stockton Unified School District
 Take Charge Grant
 Transcend
 Tri-County Independent Living
 Valley Mountain Regional Center (VMRC)
 Vocational Plus
 We Care A Lot Foundation
 West End SELPA

9.1	The Council will collaborate locally with others to expand employment and self-employment opportunities for individuals with developmental disabilities.
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Implementation Activities

Planned:

1. Outreach & Publicity
2. Recognize employers
3. Outreach and Technical Assistance
4. Develop/replicate models

Actual:

A. Outreach/Publicity:

1. Northwest Committee for the Employment of Disabled people (NCEPD)
2. Ongoing contact/legislative advocacy with Assembly member Wesley Chesbro's Office
3. Regional Self-Advocacy meetings (Employment First)
4. Collaboration with Key Stakeholders (issues related to Employment First)
5. eMail Updates (Employment First)
6. Press Enterprise (newspaper): Employment Resource in Self-Advocates
7. Preparing for Jobs: eMail campaign (SB 577, Pavley; Pre-Employment)
8. Promise Grant: Benefits Counseling presentation
9. Micro-Business Fair (Outreach)
10. Planning Team: Community Conversation Project

B. Recognize Employers

1. 21st Annual Luncheon: Empowerment through Employment (Employer Recognition event)
2. Creating A Place In The World: *The Call Connection* (Supported Life Conference)

C. Outreach, Training &/or Technical Assistance/Support

1. "Get the Support You Need to Succeed at a Job" (Daniel Meadows & Michael Thomas) Disability Rights California
2. Petition: Customized Services (to expand capacity)
3. Monitoring the Process (Seeking employment support, placement, etc.)
4. Alternate Hiring Process for People with Significant Disabilities: Multi-County Human Resource Department Training
5. Pathways to Employment Transition Fair
6. E-News (electronic newsletter blasts & resources)
7. Employment First Presentations
8. 5th annual Micro-Business Fair

9. First Annual Disability Rights Summit: Health, Technology, and the Future of Disability Rights
10. Case Referrals
 - a. California Department of Fair Employment and Housing (DFEH)
 - b. University of California at Irvine's School of Law DFEH Clinic
11. Jobtoberfest
12. Employment 1st Conference
13. Employment First Policy: Training to Department of Rehabilitation staff
14. Stanislaus Transition Taskforce
15. Employment Network – facilitated collaborative effort
16. Panel Discussion: Employment-First Summit (job development, best practices, and lessons learned for vendors)
17. Self-Advocacy Rally: Value of Employment for People with Developmental Disabilities

D. Resources:

1. Supported Employment (DRC brochure)
2. Employment First (fact sheet)
3. Customized Employment(fact sheet)
4. Job Coaching (fact sheet)
5. Employment Development Department's Services for People with Disabilities (Links)
6. "Segregated and Exploited" (a publication of the National Disability Rights Network [NDRN])
7. "U.S. Department of Justice accuses Oregon of segregating disabled in sheltered workshops"
http://www.oregonlive.com/portland/index.ssf/2013/04/us_department_of_justice_accus.html
8. "Facing Lawsuit, State To Shift Away From Sheltered Workshops"
<http://www.disabilityscoop.com/2013/04/15/facing-lawsuit-workshops/17711/>
9. Lane v. Kitzhaber (fact sheet)
10. AB 1041 (copy of the Employment First legislation)
11. Video (Advocating for Employment Opportunities)

E. Develop/Replicate Models

1. AMJaMB: Beyond Inclusion - *The Call Connection* (Program Development Grant Cycle 36)
2. East Bay Innovations: "Improving Employment Prospects for Individuals with Intellectual and Developmental Disabilities"
3. Golden Gate Regional Center: Measures of Progress (Employment First policy)
4. SCDD Workability Site Development
5. In-House (SCDD) ICE Model (Janitorial Services)
6. Project SEARCH: Interagency Collaboration in Support of Integrated Employment
7. Employment and Community Options Micro-Enterprise Committee

Activities undertaken were:  All met Partially met Not met

Timelines:

1. On an annual basis at least, publicize successful employment initiatives & encourage replication through web, workshops & other
2. Yearly, collaborate with others recognize employers and providers who have developed successful models
3. As requested, provide technical assistance to generic/other government employment resources to improve their ability serve people with developmental disabilities effectively
4. Year 3, if needed, invite grant applications to increase employment outcomes

Timelines established were:  All met Partially met Not met

Annual Progress Report:

Staff actively supports innovation in vocational development through a micro-enterprise committee that is hosted by a local provider. Along with reviewing business plans for micro-enterprises, the aim is to formalize the model so that it can be repeated among other providers. A self-advocate works as staff at a local day service provider and has been recruited by SCDD to join the Micro-Enterprise Committee. Staff will now consult with his agency to develop a micro-enterprise model within that agency.

In 2007, a local self-advocate completed 'Leadership Training,' a program that use material and information provided by People First. As this young man was looking for an opportunity to exercise his new skills, he was invited to join the local Area Board. In the second year of his term, he had an opportunity to participate in the Council-funded 'Partners in Policymaking' program and was elected to chair the local Board of Directors the following year. The Council's regional office awarded a 'Take Charge grant to the San Diego Interwork Institute, which created person-driven plans for youth. This particular self-advocate then requested to participate in the program, creating - with a team of people familiar with him - a long-range plan for employment. The general unemployment rate in the county in which this young man lives is 30%, with the unemployment rate for people with disabilities being substantially higher.

The self-advocate and his support team of supports looked at suggestions for post-secondary programs to explore and volunteer opportunities that might lead to employment. Because of his skills and active participation at all resource fairs, events, trainings, the self-advocate was eventually hired at a social service agency on a part-time basis. He has now become a full-time employee. As of September, 2014, this self-advocate will now have full benefits and he is a step closer to fully achieving his dream. School continues to be a consideration for him, as he wants to be able to advance with his new organization, but he has now stopped receiving Social Security benefits and is no longer relying on antidepressants.

Staff works in collaboration a local school district's adult program. As part of this effort, arrangements have been made for the regional office to become a Workability 1 training site for one of its students. A self-advocate has been interviewed by staff and accepted to train at the office. He is assigned various office duties, receives job coaching services, and receives payment for his (two hour per week) internship through Workability.

'The Call Connection' employs people with developmental disabilities to (initially) make regularly scheduled phone calls to check on the welfare of up to 100 consumers living in Butte County (including rural areas), who may be home alone for extended periods of time and have issues with aging, medical conditions, or other factors that make them vulnerable. With the official contract in place, the project began creating marketing brochures, ordering necessary equipment, establishing project location and office rental space, creating job descriptions, and planning outreach efforts.

AMJaMB's Call Connection currently has fifteen (15) people receiving phone calls. Each person has a protocol in place, based on the individual situation, in the event that person does not pick up the phone. One client has medical concerns and a young child with special needs, for which The Call Connection is able to provide support. The number of calls made to individuals during the week may range from three times a day, seven days a week, to only twice a week. The Call Connection has also developed communication via Skype and can provide texting when requested by the client. Beyond Inclusion employs six people part-time with The Call Connection. Four of the six people make 'welfare check' phone calls up to five times during the week and twice on the weekends. One person performs janitorial work in the office and one person performs clerical work at the Call Connection.

The Council coordinated a regional self-advocacy meeting with a focus on the Employment First initiative. Daniel Meadows and Michael Thomas from Disability Rights California (DRC) were featured as speakers and addressed minimum wage jobs, employment supports, and SSI entitlement options. Small group discussion addressed job coaching, customized employment, and Employment First issues. Staff is following up with those self-advocates who stated that they are interested in obtaining jobs.

The Council co-sponsored an event entitled, 'Improving Employment Prospects for Individuals with Intellectual and Developmental Disabilities' that featured Tom Heinz, Executive Director, East Bay Innovations, speaking on his agency's practices in assisting individuals find meaningful, paying jobs.

Council staff helped the local regional center draft and implement 'Measures of Progress,' a program that moves the agency toward implementation of the Employment First policy. The measures will be used to assess service provider progress toward creating meaningful, integrated employment outcomes for people we support.

The Council provided technical support and event planning for the 5th annual Micro-Business Fair. The event was open to the public and over 300 people came through the event. Sixteen (16) micro-businesses were on display, selling products and/or services. The event was attended by self-advocates, students, teachers, service providers, the general public, and regional center staff. Three of the micro-businesses were developed from a local Council mini-grant (BusWorks). Three of the businesses developed through the Cycle 35 grant included Bev's Jewelry, Mikes Recycling, and Books by Dale.

Staff gave a presentation entitled, '*Employment Rights: the ADA, the Underemployment of People with Developmental Disabilities, and the Employment First Movement*,' at the First Annual Disability Rights Summit: Health, Technology, and the Future of Disability Rights, which served over sixty attendees.

In collaboration with Inland Regional Center, Council staff provided training to Department of Rehabilitation staff about the Employment First policy and the role of the Council and Regional Centers to provide support services to persons with developmental disabilities.

Staff assisted a self-advocate in framing and filing an online complaint with the California Department of Fair Employment and Housing (DFEH) when he was fired by his employer (for whom he had worked for 10 years), after sustaining injuries in a fall in the workplace. Staff also referred him to the University of California at Irvine's School of Law DFEH Clinic, where legal interns will determine the merits of his case and whether to represent him at a hearing on the matter.

Jobtoberfest, an annual employment fair held at the Balboa Park Club in Balboa Park, brought in approximately 1,250 people with disabilities and provided them the opportunity to meet with human resource departments of 35 large employers in the San Diego area. Additionally, workshops on benefits, interview skills, résumé-writing, etc. are offered. There is also a resource fair with employment programs available to share information about support services, adaptive equipment, employment specialists, etc.

Staff facilitated the Northwest Committee for Employment of People with Disabilities. With the ongoing and growing emphasis on Employment First and improving employment outcomes for individuals with developmental disabilities, committee members discussed the need for an informational flier/newsletter produced by this group or in collaboration with local State Council staff. This would be available via social media and also handed out to the local businesses in our area and would have information and hints regarding ADA compliance, local workshops, and job opportunities and could feature a business or client with a disability in each edition.

Staff coordinated an Employment 1st Conference, which was attended by 80 people (3 self-advocates, 4 parents, 73 service providers, educators, service coordinators, and Department of Rehabilitation staff). A follow-up meeting was held with 9 key stakeholders who attended the EF conference to identify challenges, strategies, best practices, and the following priorities for EF implementation:

- Employment First policy development

- Training for providers, educators, Regional Center service coordinators

- Training for students, parents/advocates, current adult service recipients

- Exploration of service codes and best practices in "braiding" funding

- Community outreach (business community, chambers, local government, local service clubs, Workforce Investment Boards, etc.)

Staff organized and facilitates the Northwest Committee for Employment of People with Disabilities (NCEPD), through which the 21st Annual Luncheon developed. The NCEPD committee holds the event to recognize people who have contributed to and share the mission of increasing employment and career opportunities for people with disabilities. This year's theme was Empowerment through Employment. Approximately 68 people, including current and potential employers, within the community attended the luncheon and were part of the process of honoring employers, people with disabilities and service providers. Two lifetime achievement awards were presented to people who were instrumental in beginning support services for people with developmental disabilities and demonstrate the need for strong advocacy for those in the workforce. Many people with disabilities have skills that are not being fully considered or utilized by employers. Through this and other outreach efforts, the Council hopes to educate the community to improve and expand community employment opportunities.

Council staff provided support to a group (Stanislaus Transition Taskforce) that is promoting successful transition from educational services to adult services. The approach involves collaborative planning to ensure that people have vocational opportunities when leaving school and access to benefits counseling. Staff also assisted with a presentation on the Promise Grant, which will provide benefits counseling to 14 through 16-year old students.

Barriers:

There is insufficient funding for job development, which is coupled with a lack of training and readiness for people who want integrated, competitive employment (ICE). The lack of capacity among community members and business owners, who have little information regarding the benefits of hiring those with disabilities, has demonstrated that many providers are unfamiliar or have little experience with customized employment and micro-enterprise. Providers need technical assistance.

There is a lack of employment opportunity in remote, frontier, rural and mountain areas. People with disabilities are also reluctant to endanger public benefits by pursuing employment.

Teachers, students and their parents lack information about how employment may or may not affect benefits, such as Medi-Cal and SSI, and educators lack information about adult options available to students after leaving school. Planning is hit-or-miss, in regard to regional center clients exiting school and transitioning into adult service models.

Objective 9.1: Federal Performance Measures		Total
CS01	Individuals receive formal/informal community support	15
CS05	People trained in formal/informal community supports	31
EM01	Adults have jobs of their choice through Council efforts	26
EM03	Employers provided vocational supports to students on the job	1
EM04	Businesses/employers employed adults	21
EM07	People trained in employment	832
EM08	People active in systems advocacy about employment	1,118
QA05	People trained in quality assurance	17
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result of Council efforts.	5
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	340
ED07	Education program/policies created/improved	1
ED08	Post-secondary institutions improved inclusive education	1
ED11	People trained in inclusive education	13

9.2	The Council collaborates with colleges, federal partners and others to develop and expand post-secondary educational (PSE) options, work training programs, National service, internships and other opportunities that lead to inclusive and gainful employment.
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Implementation Activities

Planned:

1. Outreach and information
2. Systems Advocacy with legislators and PSE entities

Actual:

A. Outreach, Collaboration and Information

1. Career (C2C) Program: Advisory Committee
2. Shasta College Disabled Students Programs and Services (DSPS): Scholarship Review Process
3. Project College: University of San Diego (Selection Committee)
4. Workability: In-House (SCDD) ICE Model (Clerical)

B. Systems advocacy with legislators and PSE entities

1. College Disability Resource Center Collaboration/Advocacy: PSE Course Offerings

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

Ongoing:

1. Publicize successful models and/or funding opportunities for PSE and encourage replication using web and other means
2. Educate youth, their families and relevant professionals as to the benefits of post-secondary education, training and internships at conferences and other training events.
3. Encourage policymakers to enhance/expand access to PSE
4. Work with existing PSE entities to improve upon accessibility and availability of an array of accommodations

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Regional office staff has provided job skills training for a local school district's adult transition program, two hours each week. The targeted job skills include a variety of clerical and office tasks, designed to prepare students for community employment. Four students and one professional have attended the training.

Funding for community college programs has become more restrictive, shifting toward course offerings that focus primarily on transfer credits, certification courses, and career development. Council staff teamed with the college disability resource center, other service providers and clients to identify and provide information and feedback to the college regarding potential course offerings that are relevant and needed to further educational success for people with disabilities at the college level. During a recent meeting of collaborative partners, students from the LRS 500 course spoke about the class and how the opportunity to improve math, reading and writing skills has benefited their lives. Previously, there has been only one class but, through ongoing advocacy and agency support, student participation rates have increased from the past year. As a result, another class is now being offered.

The Council was asked to participate in the Shasta College Disabled Students Programs and Services (DSPS) scholarship review process. Scholarship applications were submitted by 16 DSPS students. Based upon the recommendations of the scholarship committee, five students were given scholarships of \$1,000.00 each.

Regional staff was involved in formative actions that led to the creation of the College to Career (C2C) Program. Staff now sits as a member of the Advisory Committee for this valuable program. The quarterly meetings of the Advisory Committee provide an opportunity for the C2C staff and students to discuss the program and receive feedback. The program is in its third year of operation, with the first cohort on track to graduate in spring of 2014. The Department of Rehabilitation is slated to fund the C2C program for another 3-year cycle.

Staff interviewed 22 potential students for Project College. From these applicants, twelve (12) students were selected to participate in the week-long college experience on the University of San Diego campus. The students had the opportunity to refine executive functioning skills, take

college classes, navigate a college campus, live in a dormitory with other students, budget a meal card for the week, and learn study skills, note-taking, safety skills, relationship development, etc., all relevant skills for new college students.

The Council is collaborating with a local school district to create a Workability 1 training site at the regional office. With the special education teacher's assistance, job duties have been designed, a trainee was selected, the informational and job interviews have been completed, and a candidate, who will help manage files, has been hired to begin working.

Barriers

Due to restrictions in financial aid and educational grants for students with disabilities, obtaining funding for post-secondary education is especially difficult. Additionally, there are very few scholarships available to students with disabilities. The funding that the Scholarship Committee was able to award came from the Brad Doelker Leukemia Trust, a small fund established to honor a DSPS student who attended Shasta College and lost his life to cancer. Increased scholarship resources would enable more DSPS students to benefit from post-secondary education.

Arranging training, support, and transportation for applicant trainees has been a challenge in facilitating community employment.

Evaluation/Results:

Trainees successfully completed their program and staff completed assigned tasks.

The Council promotes post-secondary education primarily by providing information in its E-News, with information and links to articles, particularly at the *'Think College'* website (<http://www.thinkcollege.net/>).

Objective 9.2: Federal Performance Measures		Total
ED01	Students have the education and support they need to reach their educational goals through Council efforts	17
ED11	People active in systems advocacy about inclusive education	60
ED06	Dollars leveraged for education	\$11,000
EM07	People trained in employment	2

9.3	Individuals with developmental disabilities, their families and others who support them are informed about the benefits and opportunities of employment through trainings, workshops and conferences.
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Implementation Activities

Planned:

1. Education and Outreach

Actual:

A. Education/Training:

1. Benefits Presentations: Benefits & Employment in 2014 - Medi-Cal, Medicare, Social Security and SSI (Michael Walling, M.Ed.)
 - a. Can I work and still receive benefits?
 - b. How does employment affect my benefits?
 - c. How much can I earn?
 - d. Is it possible to earn more than \$1, 070 per month and still receive benefits?
 - e. Do I have the correct information about benefit planning and working?
 - f. What is a work incentive?
2. Self-Advocates (Adult-Transitioning): Resume-Building Workshop
3. Workability Programs: Preparing for Employment Interviews (hygiene and business attire)
4. CECY: Braided Funding Methodology (Collaborative Presentation)
5. Disability Rights California Conference: Intersection of Self-Determination and Employment First Policy

B. Outreach:

1. Congressional Staff Dialogue/Lobbying: Sub-Minimum Wage Issue
2. Community Forum: Adult Transition Issues
3. Goodwill Industries: The Job Connection Program (ICE opportunities)
4. Public Forum: Sub-minimum Wage & ICE Barriers
5. Performance Contract meetings: Improving Employment Outcomes for People with Developmental Disabilities

C. Resources/Materials:

1. Résumé(s) (hard copies & electronic copies on rewritable discs)

Activities undertaken were: ☒ All met ☐ Partially met ☐ Not met

Timelines:

1. Annually, at least 10 trainings/webinars/workshops on the topic will be provided in collaboration with local partners

Timelines established were: ☐ All met ☒ Partially met ☐ Not met

Annual Progress Report:

With the We Care A lot Foundation (WCALF) and Far Northern Regional Center (FNRC), the Council co-hosted and organized a training entitled '*Benefits & Employment in 2014 - Medi-Cal, Medicare, Social Security and SSI.*' Presenter Michael Walling, M.Ed. is nationally recognized for his knowledge about Social Security benefits programs and associated medical benefits and is highly regarded for his ability to explain this subject in 'plain language.'

Staff coordinated training on employment opportunities with Goodwill Industries, which is changing the Job Connection Program to meet minimum wage requirements for people with developmental disabilities, in order to receive regional center referrals. Theresa McCausland, Director of Workforce Development, provided information on employment opportunities that are being developed for The Job Connection Program. Goodwill was informed by both Far Northern Regional Center (FNRC) and California State Council on Developmental Disabilities that minimum wage or higher is the only acceptable wage for individuals with developmental disabilities served by FNRC. 23 people (6 self-advocates; 5 family members; 12 professionals) were informed about the programs of Goodwill Industries that will offer minimum wage employment opportunities.

The Council hosted a discussion about sub-minimum wage. Approximately 40 members of the public participated, including local service providers, regional center staff, family members, and self-advocates. The discussion was designed to identify barriers to increasing integrated, competitive employment (ICE) opportunities in the local community.

Council staff met with Congressman George Miller's staff and outlined the pros and cons regarding sub-minimum wage and agreed to inform the Congressman's office when the State Council announces its position.

Council staff participates in quarterly meetings of several non-profit and public agencies (Exceptional Parents Unlimited, Resources for Independence Central Valley, Vocational Plus, Clovis Unified Schools, Central Unified Schools and Fresno Unified Schools), local regional centers and school district representatives to discuss adult transition in a community meeting forum. Reports were given on current projects, new ways to improve the transition process for clients leaving school and entering the work force and/or college was discussed. Quarterly meetings also include relevant legislative updates.

The Council provided a résumé-building workshop in a large employment setting self-advocates who are hoping to move out of a work activity program and into supported employment, individual placement, and/or competitive employment. Attending self-advocates received a hard copy of their résumés, as well as a copy on a writable computer disc for future use. Self-advocates all voiced excitement and pleasure to have copies of their own résumé. For two self-advocates, it was a 'first time' résumé-building experience.

Council staff provided training to high school Workability Program students about the benefits of appropriate business attire and hygiene when interviewing for employment and holding down a job. The training presenter provided detailed information to ensure better understanding. The training was very well received by all who attended.

Staff attended training about the implementation of Employment First. The speaker discussed her own program, which utilizes a braided funding model for individuals who need both a tailored day service and a program that supports them for 6 hours per day. The California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CECY) presented on collaborative models in areas throughout California, and participants talked about how this model can be improved, supported and replicated in other areas of California. This will provided an opportunity for agencies and employers to transition away from a traditional way of doing business and change to a person-centered model.

Council staff presented at a conference sponsored by Disability Rights California on the intersection of both the Self-Determination and Employment First policies.

Barriers:

Self-advocates, family members, and professionals need more information about Social Security benefits, as there are widespread fears about working and losing benefits/public entitlements.

A local regional center has demonstrated consistent resistance to public input, which has become a barrier to collaborative problem-solving, and numerous complaints to the Department of Developmental Services (DDS) have failed to remedy the situation.

Evaluation/Results:

Goodwill case managers and the Director of Job Development contacted and thanked us for providing the training workshop, stating that self-advocates who attended were very pleased.

During the training and résumé workshop, it became clear that many of the job seekers found it difficult to describe their own individual skills. Through the workshop process, they discovered that they were better able to identify ‘soft skills’ and the importance of including those within each résumé.

Performance contracts at two regional centers were revised to incorporate feedback from Council staff.

Evaluation surveys were handed out to attendees with 100% positive feedback following training. The evaluations also reflect that more training is necessary and that the information provided was valuable. More training will be coordinated/provided, as a result of these evaluations.

Objective 9.3: Federal Performance Measures		Total
EM05	Employment programs/policies created/improved	2
EM07	People trained in employment	134
EM08	People active in systems advocacy about employment	29
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result Council Efforts	17

Goal 10: Health Individuals with developmental disabilities understand their options regarding health services and have access to a full range of coordinated health, dental and mental health services in their community.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Education & Early Intervention		
Employment		
Formal and Informal Community Supports		
Health	X	X
Housing		
Quality Assurance		
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation		
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		X
Outreach	X	X
Supporting and Educating Communities	X	X
Systems Design and Redesign		
Technical Assistance		X
Training	X	X
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Alcohol & Other Drug-Related Programs	Independent Living Services of Northern
Anthem Blue Cross	California
Area Agencies on Aging	Lassen County Mental Health
Area One Agency on Aging	MCAVIN Homeless Shelter
Beacon Health Strategies	Medicare
California Collaborative for Long-Term Services & Supports	Modoc County Mental Health
California Department of Health and Human Services - Humboldt County	National Seating and Mobility
California Department of Social Services (DSS)	Office of Clients Rights Advocacy (OCRA)
California Foundation for Independent Living Centers	Partnership for Health Care
California Health and Wellness	Partnership Healthplan of California
County Offices of Education	Passages
County Public Authority Administrator	Plowshares
County Public Health Professionals	Plumas County Mental Health
Diversability Advocacy Network (DAN)	Redwood Children Services
Far Northern Regional Center (FNRC)	Rowell Family Empowerment of Northern California
Fiesta Educativa	Rural Health Clinic
First 5 California	Shasta County Mental Health
Head Start	Siskiyou County Mental Health
Health & Human Services	Tehama County Department of Health and Human Services
Health Care Options	Tehama County Department of Social Services
Health Care Professionals	The SCAN Foundation
Healthy Babies	Tri-County Independent Living
Humboldt County Public Authority	Trinity County Mental Health
	Valley Mountain Regional Center (VMRC)

10.1	Self-advocates, family members and advocates will receive information/training on, Medi-Cal (Medicaid) managed care and the implementation of the 1115 waiver and other health related initiatives, including the availability of alternative sources for free or low cost health care services.
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Implementation Activities

Planned:

1. Information and Education

Actual:

A. Information and Education

1. Medi-Cal Managed Care Program (Workshop)
2. Affordable Care Act (training)
3. Denti-Cal Workshop & Anesthesia Dentistry
4. Expansion of Managed Care in Rural Areas (Webinar)
5. Mediconnect Program (need for plain language materials)
6. SCAN Foundation: 2014 California Long-Term Services and Supports Summit (stakeholder policy networking opportunity) - The Coordinated Care Initiative
7. Fiesta Educativa Resource Fair: Mental Health & Stress Management in Families with Special Education Children (Spanish)

B. Resources/Materials:

1. Newsletters (Articles: Affordable Care Act, Covered California, Provider Training and Available Food Options)
2. Consumers Guide to the Lanterman Act (booklet)
3. Lanterman Act (booklet)
4. Your IPP, It's Not Just a Piece of Paper
5. Birth and Beyond Family Resource Centers
6. Health Care Change in Ca - What it Means to You
7. Finding Health Care
8. If you Need Help With Your Health Plan
9. Additional hand-outs regarding access to Medical/Dental Healthcare

C. Outreach and Collaboration:

1. In-Home Supportive Service (Stakeholder) Advisory Committee
2. Collaboration with agencies and health plans to inform/prepare communities for Rural Expansion of Managed Care roll-out
3. Diversability Advocacy Network (DAN): Outreach Forums (collaborative initiative)
4. eMail blasts, flyers and posters distributed strategically throughout the communities, television coverage, radio - public service announcement, and newspaper article advertisement.

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Year 1 and 2, produce and/or distribute information that will assist in understanding available options for health care.

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

The Council hosted a workshop for 50 residents of Humboldt and Del Norte Counties, which educated the public regarding the recently implemented Medi-Cal Managed Care Program.

The Council facilitated production of 3,000 newsletters that have gone out to both IHSS recipients and care providers. Educational articles about the Affordable Care Act and Covered California, provider training and available food options in the community were highlighted.

The Council hosted training for family members and professionals on the Affordable Care Act. The presenter is a professor with California State University at Fullerton, a former regulatory manager with the Orange County Health Authority who serves as a legal advisor with the Orange County Council on Aging's Health Insurance Counseling and Advocacy program.

State Council staff participated on a stakeholders' committee for the local Health and Human Services In-Home Supportive Service Advisory Committee. Historically, service recipients are notified of program changes through formal notices and letters that are often written in complex, bureaucratic language. The committee, a coalition of service providers, government agency representatives and community member advocates, produced its first "*Important Notice*" postcard that was sent to 3000 recipients and care providers, advising them of the many changes in the IHSS requirements, forms and benefits beginning January 01, 2015. Council staff was instrumental in assuring that the information was presented in plain language.

The Council held a 2-hour workshop on Denti-Cal, with topics that included Denti-Cal and the services it provides; anesthesia dentistry - what it is and who needs it; current access to services; and a question/answer session. Staff also provided an update on Senator Steinberg's Committee recommendations to improve access to Denti-Cal services in northern California.

Regional offices are collaborating with other agencies and health plans to inform and prepare communities for the roll-out of the Rural Expansion of Managed Care. The deadline for a health plan sign-up is December 1st. Historically, 85% of elders/people with disabilities are defaulted into a plan. It is the Council's goal to increase the number of people who select a plan that best suits their health care needs.

The Council facilitated multiple public outreach forums in rural counties of northern California, as a member of Diversity Advocacy Network (DAN). Health Care Options, Anthem Blue Cross and California Health and Wellness participated, as well as a DRC attorney. Topics included: What is Managed Care? What are your rights? How will it work for you? These forums are for people with cross-disabilities and seniors who have Medi-Cal only, their caregivers, and service providers. Marketing efforts included email blasts, flyers and posters distributed strategically throughout the communities, television coverage, radio - public service announcement, and newspaper articles and advertisements.

Staff attended an informational meeting about the new Medi-Connect program that moves dual beneficiaries into managed care. Staff provided input to health care staff about the importance of and need for providing materials in a plain language format.

Council staff participated in The SCAN Foundation's 2014 California Long-Term Services and Supports Summit, which included a full day of interaction and education on emerging issues impacting California's seniors and people with disabilities. Participants heard from California's policy leaders and networked with consumers, providers, advocates, researchers, and other stakeholders. The Coordinated Care Initiative (CCI) that is rolling out in 5 southern California counties was the focus of this summit. The summit was also held in northern California, where consumers in 18 Counties (within the 2-plan model) have already received their 90 and 60-day notices. The Diversability Advocacy Network members are watching carefully and investing in education about the CCI, which is for people who are considered 'dual eligible,' meaning they receive both Medi-Cal and Medicare. Under the CCI, Cal Medi-Connect is the program under managed care and will be coming to rural northern California over the next several years.

The council provided training about mental health and stress management for families with children in the special education system. The training was provided in Spanish to families attending the Fiesta Educativa resource fair.

Barriers:

Although it has been an ongoing goal to provide information to families in rural areas, it has been a challenge. An email campaign sent to a list of 700 recipients resulted in a training attendance of only 30.

Inadequate Medi-Cal reimbursement rates for hospital rooms, anesthesia fees, and dental care have forced many facilities statewide to either cut or completely discontinue critical dental services for patients with special needs. The Council will continue to work on this issue, as complex system changes must occur to adequately meet the statewide needs for regional center clients who require this type of specialized service.

Since much of our region is rural, many recipients of IHSS services are not able to attend meetings and have their voices heard by the people and agencies that administer services for people with disabilities and seniors. The state will be sending out letters that are typically not written in plain language and do not consider the levels of educational or understanding in the intended recipients of those letters. The Council's advance 'Important Notice' will provide consumers and clients with a warning of upcoming changes and accessible information as contact information should they become confused or have further questions.

Evaluation/Results:

Families who attended workshops appreciated learning more about health care rights, laws, and access to care. People stated that they were concerned about difficulties in accessing care and were referred to DRC for individual advocacy regarding dental and health care access issues. Attendees also requested a follow-up workshop be scheduled in the near future to continue the 'access to dental care' discussion.

The committee developed a survey that will be provided for each forum and will help the planning team evaluate the success or weakness of the programs.

Informal reports about the training (from families) were very positive, and a board member asked to provide further trainings. A survey was provided to participants and the feedback showed that the information was helpful and useful for selecting a health plan. Comments included:

- “I can't stress enough what the positive benefits have been!
- The information provided, helped me not to panic. Change is scary!
- I was able to make an informed decision regarding my son's Medi-Cal benefits/plan.
- When we had an issue at our local pharmacy regarding non acceptance of certain plans; I was able to call the correct agency and get my son enrolled in the correct plan.
- I have been able to provide information/assistance to community members when they came to me with their packets for Managed Medi-Cal.
- The process would have been a complete nightmare without being able to attend last October's training.”

Objective 10.1: Federal Performance Measures		Total
HE01	People have needed health services through Council efforts	57
HE05	People trained in health care services	3,640
QA06	People active in systems advocacy about quality assurance	162
QA07	People trained in systems advocacy about quality assurance	20
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	5,175

10.2	The Council will monitor the transition to Medi-Cal (Medicaid) managed care at the county level, and advocate and assist individuals in the process so as to ensure effective access to needed services.
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Implementation Activities

Planned:

1. Information and Education

Actual:

A. Information/Education

1. Service Animals (workshop)
2. Medi-Cal Managed Care and the Affordable Care Act (workshop)
3. People First: Medi-Cal Managed Care
4. Medi-Cal and Denti-Cal Benefits for Licensed Dentists
5. Diversability Advocacy Network (DAN)
6. Rural Children's Special Health Coalition

B. Collaboration/Outreach


1. Needs Assessment: Dental Coverage and Treatment Options
2. Maternal, Child, Adolescent Health (MCAH): Community Needs Assessment
3. Monthly Collaborative (community-based) Forums
4. Medi-Cal Eligibility, Redetermination and the Fair Hearing Process: Medi-Cal Directors
5. Health Care Task Force: Ongoing Collaboration (to improve policies and expedite service delivery to self-advocates)
6. California Dental Association (CDA) and Senator Steinberg's office (negotiating extension on impending program closure)
7. California Mental Health Consortium
8. Partnership HealthPlan (provider adequacy)
9. County Administrators: Limited Behavioral and Mental Health services

C. Resources

1. Information/Education on Medi-Cal Managed Care (plain language)

D. Technical Assistance

1. Health care issues related to Medi-Cal Managed Care (formulary appeal process)
2. Funding for Dental Care
3. Accessing Anesthesia-Facilitated Dental Care

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Year 1 and 2 and as needed thereafter, co-sponsor trainings/workshops/webinars and participate in health fairs that educate individuals with developmental disabilities and their families on the process and their options as managed care is implemented. Provide individual advocacy when requested and needed.

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Council staff met with community partners and stakeholders as part of a collaboration to conduct a comprehensive Maternal, Child, Adolescent Health (MCAH) needs assessment and develop health priorities for the next 5 years. The working goals were to review county health indicator data, identify and prioritize local problems, needs or issues associated with MCAH, and quantify the local capacity to address MCAH needs. The community partners and stakeholders provided input and identified other partners and resources, networked and built working relationships, developed problem statements & strategies, and collaborated on developing action plans for the identified areas of priority.

The Council sponsored and partnered with Tri-Counties Independent Living, Inc. to offer two workshops, led by Disability Rights California. Topics covered in the Service Animal workshop included: federal law, California state law, service animals versus companion animals, certification and licensing, service animal training, and reasonable accommodations/modifications. Advocates presented with 25 interested members of the public. A smaller group learned about Medi-Cal Managed Care and the Affordable Care Act in the afternoon workshop. The topics were: Covered California, Medi-Cal expansion, Medi-Cal Managed Care, and what to do if you have a problem with Medi-Cal or private insurance.

Staff provided technical assistance to 10 people &/or families during this reporting period regarding health care issues related to Medi-Cal Managed Care. The issues relate to appeal processes around formulary - name brand medications verses generic formula. This is one of the most concerning issues that have surfaced with health care changes. Additional needs surfaced regarding payment for necessary dental work, which is a significant issue for many people with

developmental disabilities, and the procurement of/payment for medical and mobility assistive and/or prosthetic devices.

Staff provided information and education about Medi-Cal Managed Care to self-advocates at the Paradise People First Chapter. The training gave an overview of managed care, the implemented health care changes, and the changes expected to occur in 2014. Attending the event were 25 self-advocates and 5 professionals.

The Council provided plain language materials relating to information/education on Medi-Cal Managed Care.

“It helped a lot knowing that we learned that if you are only Medi-Cal and we didn't know we had to choose a plan or have a doctor choosing for us.”

Council staff met with two Medi-Cal Directors to discuss barriers involving consumers with Medi-Cal eligibility, redetermination and the fair hearing process. Seven (7) professionals were in attendance and the discussion helped move forward ideas for system redesign, to eliminate barriers and ensure access to necessary health benefits for consumers. These are also benefits to more than 1,400 self-advocates of the local regional center.

Staff gave training on Medi-Cal and Denti-Cal benefits for all licensed dentists (11) in the Inyo and Mono county areas (rural and frontier regions). The Council also provided training on common dental problems due to medications, etc. and how to work best with sensitization issues for patients with Autism Spectrum Disorders. This training was the result of a needs assessment completed with all licensed dental offices in October of 2013.

The Council's local Health Care Task Force has worked collaboratively with private and public health care providers, legal services providers, consumers, and family members to improve health care services for consumers since the inception of its local County Organized Healthcare System, CalOptima. The regional Council office and other agencies representing consumers with developmental disabilities meet with CalOptima, O.C. Behavioral Health Services, and Healthy Smiles of Orange County quarterly, or on an as-needed basis, to work with community partners and bring issues and concerns impacting consumers to the table to improve policies and expedite the delivery of services. This has effected positive changes in health care policy over the past

few years. Among past issues that resulted in improved or new policies was the severe limitation accessible dental work, due to a lack of consistent policies regarding dental anesthesia.

“When I first moved to my care home (Puckett Residential Services), I weighed 310 pounds. I now weigh between 172-175 lbs. Losing the weight makes me feel happy.”

The near complete lack of access to dental anesthesia (in a hospital setting) has impacted Orange County, as it has the rest of the state. Local staff is working with regional task force colleagues on this issue and is also fielding requests about dental treatment that requires anesthesia. Other local offices also field requests for assistance with dental issues, the unavailability or termination of hospital-based, anesthesia-facilitated dentistry services, and other critical unmet or long-delayed medical needs.

Staff provided health training and information to multiple agencies, including the Diversability Advocacy Network (DAN) and the Rural Children's Special Health Coalition, reaching a total of 25 people.

“At my day program, Expressive Learning Center’s Friday night Zumba classes, it has helped me a lot with my health and I have lost weight too.”

Staff is working closely with impacted regional centers, the California Dental Association (CDA), and Senator Steinberg’s office to address the issue of service termination for a program offering anesthesia-facilitated dental surgery in a hospital setting that affects accessible services throughout a third of the state. The closed program also took clients from the rest of the state, as well as its own enormous catchment area. The CDA is negotiating with the Sutter Hospital system to continue services for a few more months, and is working to assess statewide needs and devise a statewide solution. The Council has written a letter of concern regarding this issue. One of the twenty-one (21) regional centers has reported that at least 50 of its consumers will be directly impacted by the loss of these critical services.

The Council participates in the annual Northern California Mental Health Consortium, which focuses on mental health services to reduce negative and costly outcomes, including involuntary holds, acute hospitalization, incarceration, removal of children from homes, unemployment, school truancy and drop-out rates, prolonged suffering, homelessness, and suicide. The

consortium also analyzes issues affecting people with comorbid disabilities, as well as unserved and underserved, marginalized populations. As recognized by the consortium, the prevalence of mental health disorders within the population of persons with developmental disabilities ranges from 30 to 40 percent. When individuals are committed to state psychiatric hospitals, the average stay is three times that of people without developmental disabilities.

“When I was 14, my school counselor told my parents that I might have Prader-Willi syndrome. They did tests and found out she was right. One of the biggest problems of Prader-Willi is that my brain doesn’t listen to my stomach when it says I’m full, so I have never felt full in my life.

That’s a problem if you’re trying to lose weight. When I first moved into my care home, I weighed 252 pounds. As I got older, I didn’t feel healthy. I knew I needed to change. Then I had to change my attitude. Then I had to stop having fits when they tried to get me to exercise. I now weigh 125 pounds and I don’t ever see myself getting heavy again. When you feel like you can’t do it, just remember you’ll get there, Just stick with it, and you’ll get there.”

Partnership HealthPlan has reported to the Council that it struggles with provider adequacy in several counties. The impact of new member enrollment has strongly contributed to this limitation as tens of thousands of new Medi-Cal beneficiaries are now being served by state-based health care coverage. PHP provided current data to the Council that reflects the massive influx of new members directly impacting provider adequacy. As of May 2014, the following Medi-Cal member enrollments were identified:

Shasta County - 49, 707

Siskiyou County - 12,817

Trinity County - 3,467

Lassen County - 5,981

Modoc County 2,369

The largest Medi-Cal provider in Shasta County can no longer accept new patients as of May 2014. Other rural providers report facing the same issue based on the sheer number of new

Medi-Cal enrollees. The Council is extremely concerned about the impact this will have on people with developmental disabilities and their families in this region of California.

Staff participates in an interagency collaboration with the Tehama County Department of Social Services, Health and Human Services, and Independent Living Services of Northern California. This task force analyzes the current data and information available on the expansion of Medi-Cal Managed Care, including provider adequacy/access, mental and behavioral health services, and enrollment data from the 3 expansion populations (Medi-Cal, the Low-Income Health Program, and Covered California). The determination is unclear at this time, since enrollment in these programs involves several avenues for access. Tehama County administrators acknowledged that Behavioral and Mental Health services are very limited in this rural county. They also acknowledged that issues relating to county borders have impacted services for people who were previously served in a neighboring county. Other issues that were analyzed during the meeting were related to referral patterns for specialty care and out-of-area providers.

Barriers:

Due to the rapid implementation rate of rural expansion, one of the issues Medi-Cal consumers face is consistent continuity of care, which is contingent on the adequacy of available providers within the local region and secure contracts for specialized health care providers. The impact on provider adequacy is further deepened by the state and federal health care reform acts (the Low-Income Health Program [LIHP] and the Affordable Care Act [ACA]) that were implemented in January 2014.

Research has drawn a strong correlation between oral health and overall wellness. The loss of essential, medically necessary services will have far-reaching implications with the potential for devastating effects on the lives of our most vulnerable citizens. People with disabilities need health care and health programs for the same reasons anyone else does — to stay well and remain an active part of the community. The impending loss of hospital dentistry services clearly reveals specific health disparities for people with disabilities. Additionally, there has been increased resistance by hospitals to accept Medi-Cal and/or Denti-Cal payment for services, especially when they can bill patients with private medical/dental insurance at much higher cost reimbursement levels. Because local areas may be federally qualified Health Centers with rural

health care clinics, Medi-Cal and Denti-Cal operate differently. Staff will continue to work with regional hospitals to increase surgical access for dental work that requires anesthesia. Currently, people with developmental disabilities are traveling up to 6 hours for preventive dental services. This issue seriously threatens the health of those who, because of Denti-Cal denials and the loss of providers, risk excessive, unnecessary pain, tooth damage/loss, and systemic infections. Reportedly, formulary restrictions related to Medi-Cal Managed Care present an additional and frequent cause of complaints.

Due to the vast size and demographics of rural counties, people have historically received care in the geographic community closest to their residence. With the implementation of Medi-Cal Managed Care, out-of-county access to care has been heavily impacted. People in Tehama County are no longer able to access providers in the neighboring counties of Shasta and Lassen, due to contractual issues with the state's Department of Health Care Services.

The Council also has significant concerns about insufficient mental health services and supports for people with developmental disabilities and their families. Community-based mental health services and supports in the rural communities have very limited resources, resulting in a trickle-down effect, with a large percentage of people with developmental disabilities who remain unserved or underserved.

The impact of the Rural Expansion of Medi-Cal Managed Care has uniquely challenged northern California. With 5 counties (Shasta, Trinity, Siskiyou, Modoc, and Lassen) served under a county-operated Children's Health System (COHS) and the other 4 counties (Butte, Plumas, Glenn and Tehama) served under a 2-plan model, children and adults who are Medi-Cal recipients are experiencing issues related to accessing health care and other crucial benefits, including formulary. Under managed Medi-Cal, not all doctors, hospitals, or other medical providers are members of the designated health plans. If the patient is joining a managed care plan for the first time or switching plans, the consumer may have to change doctors or other providers. Another concern is that there may not be enough providers in the network to provide patients with all of the necessary services. For our consumers served in the COHS counties, all Medi-Cal recipients, including seniors and persons with disabilities, were mandatorily enrolled into managed care. For consumers living in the counties served under the 2-plan contract, seniors and persons with disabilities remained in a voluntary enrollment status for managed care

until 2014. The major concern for our consumers - those who remain in the voluntary population - relates to inadequate networks for providers on the expiration of the voluntary status.

Evaluation/Results:

In an ongoing effort to address issues regarding dental and medical access and service/provider availability, Council staff continues to work on a monthly basis through a collaborative forum, comprised of agencies serving the local region. The Council will continue to participate in the annual Northern California Mental Health Consortium and collaborate with the 3 health plans currently serving the area and the county-based mental and behavioral services in northern California. In the meantime, staff will also continue to monitor and analyze provider adequacy and monitor referral patterns for specialty care, to ensure that needed care is available for our consumers.

Objective 10.2: Federal Performance Measures		Total
HE01	People have needed health services through Council efforts	194
HE05	People trained in health care services	181
HE06	People active in systems advocacy about health services	52
QA07	People trained in systems advocacy about quality assurance	125

Goal 11: Housing Access

Individuals with developmental disabilities have access to affordable and accessible housing that provides control, choice and flexibility regarding where and with whom they live.

Areas of Emphasis	Planned	Areas Addressed
Child Care		
Education & Early Intervention		
Employment		
Formal and Informal Community Supports		
Health		
Housing	X	X
Quality Assurance		
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation		
Coordination with Related Councils, Committees and Programs	X	
Demonstration of New Approaches to Services and Supports	X	
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		X
Outreach	X	
Supporting and Educating Communities		X
Systems Design and Redesign		
Technical Assistance		X
Training		X
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California (State Protection & Advocacy System)		
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Autism Society of the Bay Area	Regional Center of the East Bay (RCEB)
Disability Collaborative	Residential Service Providers
Family Resource Network (FRN)	(Children & Adult)
Friends of Children with Special Needs (FCSN)	San Andreas Regional Center (SARC)
Golden Gate Regional Center (GGRC)	Silicon Valley Independent Living Center
Housing Choices Coalition	Sonoma Developmental Center Parent Hospital Association
Local Parent Advocates	Valley Mountain Regional Center (VMRC)
Local Regional Centers	

11.1	The Council will participate in regional centers' resource development and implementation of their Community Placement Plan to facilitate the movement of residents of developmental centers into community-based living arrangements of their choosing.
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Implementation Activities

Planned:

1. Review applications and Provider Selection

Actual:

A. Outreach/Collaboration

1. Residential Task Force (Residential & Support Options)

B. Policy/Practice – System Advocacy

1. Regional Center Checklist (Residential Care Access)

C. Regional Center Request for Proposal (RFP) Committees (Community Placement Plan/Resource Development process)

1. Interviews (potential new service providers)
2. Proposal Reviews (negotiated-rate homes)

D. Advocacy

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Annually, as requested, at the local level, review grant applications to regional centers for program development to move residents of state institutions into the community or to prevent individuals from being placed into an institution.
2. Over the course of 5 years, participate in at least 10 panel discussions and selection of providers for these programs.

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Several parents in the local area complained about limited residential options for their children with autism and extensive support needs. The local regional center and Council staff responded by assisting in the development of the Residential Task Force to address concerns for all people (children and adults) needing or wanting residential care. The task force developed a subcommittee to deal with streamlining the process in obtaining residential care for both children and adults.

The Residential Task Force created a checklist for service coordinators and families/adults with developmental disabilities to assist with the process of obtaining residential services. The finished product was agreed upon and will be used at the local regional center.

The Council participated on the Request for Proposal (RFP) Committees of two local regional centers. The assigned task was to review proposals and interview potential service providers, as part of the Community Placement Plan/Resource Development process. The committee's work resulted in recommendations to both regional centers regarding the development of several new negotiated-rate homes.

The Council CRA/VAS staff participated on one RFP panel to discuss and select a vendor for Community Placement Plan funded residential houses in the North Bay Regional Center catchment areas. Along with other panel members, the CRA/VAS staff person interviewed and reviewed the proposals of potential residential vendors. Selected vendors were granted approval to provide residential services in the Regional Center catchment area, thereby increasing the number of residential options.

The Council CRA/VAS staff within the four Developmental Centers and one Community Facility participated in monthly meetings with the DDS Regional Resource Development Project (RRDP) at each respective facility to identify service and supports for individuals moving from the state institution(s) to the community. The Council CRA/VAS staff reviewed proposed community placements identified by the RRDP for individuals residing at the DC/CF. The Council advocated for least restrictive supports required for the individuals to reside in the community by matching the IPP support needs with the proposed vendor capabilities. As a

result, individuals with developmental disabilities moved from the congregate setting of the state developmental centers/community facility into the community.

Barriers:

A process for both clear communication and the provision of mandated items when a person moves into residential care needs to be improved.

Evaluation:

Using the CRA and VAS reports and staff oral reports, staff estimated that approximately 100 people moved from the congregate living settings of DC/CF to the community based on Council efforts. This is likely under-reporting Council efforts, as the CRA/VAS staff come into contact with every individual residing at the DC/CF, either through direct contact or committee reviews.

Based on appendix A from the CRA annual report, 281 individuals received services from the CRA for housing transition. Again, this number is likely a case of under-reporting, as the VAS reports do not measure each service provision rendered.

The (HO06) affordable, accessible housing measurement was the result of the local regional center (NBRC) RFP panel.

Objective 11.1: Federal Performance Measures		Total
HO01	Individuals have homes of their choice through Council efforts	281
HO02	People moved from congregate settings to homes in the community	100
HO05	Housing programs/policies created/improved	18
HO06	Units of affordable, accessible housing made available	20

11.2	At least 100 individuals with developmental disabilities and their families will receive information on available housing options.
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Implementation Activities

Planned:

1. Advocacy
2. Education

Actual:

A. Advocacy

1. Supportive Housing Workgroup (public policy)

B. Education/Training

1. Sonoma Developmental Center Parent Hospital Association (community living options)
2. Formalized Parent Network (housing needs)
3. Autism Society of the Bay Area (housing options)
4. Self-Advocates (Tenant Total Payment rate increases, unlawful detainers, dispute resolution assistance, etc.)
5. Silicon Valley Independent Living Center: Staff Training Curricula – Development (residential services)
6. Resident Rights (e.g. parking, maintenance, ongoing threats of eviction, etc.)

C. Outreach/Collaboration

1. Developmental Center Task Force (State policy impact)
2. Autism Society of the Bay Area (needs assessment)
3. Supported Living Providers (needs assessment)
4. Get Safe: Cycle 35 Grant

D. Resource Identification/Development

1. Investment Model Housing (facility tour)
2. Resident Feedback Survey (residential transition service assessment/tool)
3. Home Ownership Resource Guide: Rent, Buy, Live in Your Community (eBlast)
4. Disability Collaborative: Road Map to Residential (Alternatives) Services

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. On a yearly basis respond to at least 20 individual advocacy requests regarding housing
2. Yearly, cosponsor trainings, workshops, webinars, conferences, housing summits etc. regarding housing for people with developmental disabilities

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Staff gave a presentation to the Sonoma Developmental Center Parent Hospital Association on community living options. There were approximately 75 family members of residents from the Sonoma Developmental Center in the attendance. The presentation included a discussion on the recommendations of the Developmental Center Task Force through the Health and Human Services Agency and how those recommendations may impact State policy.

The Council has begun participating on a Supportive Housing Workgroup through Alameda County Supervisor Nate Miley's office. The Workgroup focuses on helping county policymakers determine how best to identify and support people in group living situations, including those in licensed Community Care Facilities. Staff helped persuade officials not to create a registry of people who are in group homes, as that may interfere with people's individual rights. The Council also convinced the group to not add additional fees or compliance responsibilities to Community Care Facilities, as that would create unnecessary burdens and be counter-productive in terms of increasing service quality.

Council staff met with the Autism Society of the Bay Area and discussed housing needs in the community, reviewing current and future options, and attending a community forum on current housing needs in the area.

Staff toured a housing site, Investment Model Housing, that is managed by the Friends of Children with Special Needs (FCSN). Staff gave a presentation to people with disabilities, providers, and families about how a formalized parent network can organize and address housing needs in the community and met with supported living providers to review the funding and operations difficulties that vendors are experiencing.

Council staff addressed several critical housing concerns, one of which involved an issue about lease termination/eviction/unlawful detainer questions. This was resolved with regional center supports, which resulted in the revision an adverse action/decision. An additional concern, regarding project-based Section 8 housing, involved management of an apartment complex that was penalizing residents for returning to school. With Council encouragement, an attorney for the property management company drafted a written interpretation of the regulations, which has resolved the inequity.

The Council periodically receives inquiries and concerns from local residents about restrictive or punitive housing issues, ‘Warning an Good Cause’ notices, and/or service-based complaints. In most cases, people are referred to outside resources, given technical assistance, training and information, or encouraged to engage natural supports for advocacy. In one community situation, Council staff met with residents of a local housing development for people with developmental disabilities, to find that the property manager and housing support team had created an adverse environment, resulting in a series of complaints surrounding parking, maintenance, and ongoing threats of eviction. With residents, elected representatives, staff met and compiled a list of grievances and have presented them to the local regional center and residential support agency, and is currently negotiating with the residential support agency and regional center to develop a list of possible resolutions.

Council staff facilitated a meeting of local regional center and family resource network staff, family members of consumers, and service providers and vendors. The group worked to develop planning tools for self-advocates to in the transition between residential placements. Council staff also provided suggestions and tools to develop a resident feedback survey. The regional center would like to use this annual survey to obtain feedback from self-advocates and family members about residential services.

Through the Disability Collaborative, Council staff has designed a Road Map to Residential Services that assists families in making decisions about appropriate residential alternatives for people with disabilities. The Road Map is an interactive decision tree that educates families about a range of services. When linked by the web to the regional center service directory, this can help families in navigating the residential placement and service system. It is the intent of

the Disability Collaborative to create similar Road Maps for employment, training, socialization, and health services.

Barriers:

Regional staff has reported that service providers (e.g. residential support agencies, etc.) appear to be non-compliant with regional center purchase-of-service agreements.

Evaluation/Results:

While local staff had reported that 4,000 ‘quality assurance programs/policies’ were ‘created/improved’ as a result of task force meetings with the local regional center, this was deleted from the data set as not being consistent with reporting standards or even, necessarily, an accurate (see Section II - D) reflection of the actual work accomplished. Staff could confirm that one (1) program or policy had effectively been changed through the work of the Council, though.

Successful meetings with residential support agencies were held, plans of action to correct grievances were development, and the development of protocols for residents to file complaints included the establishment of a residence council – all of which were very positive outcomes for residents.

Five (5) residents were able to retain housing and still access programs of their choice, without adverse action.

A new piloted policy has been implemented by a local regional center and will be evaluated and/or updated for agency-wide use. Council staff reports that the outcome resulted in positive change and that family members are requesting that a task force be created to work on housing and other issues.

Objective 11.2: Federal Performance Measures		Total
HO01	Individuals have homes of their choice through Council efforts	5
HO05	Housing programs/policies created/improved	21
HO06	Units of affordable, accessible housing made available	1
HO08	People trained in housing	581
HO10	People trained in systems advocacy about housing	2
QA03	Quality assurance programs/policies created/improved	4,001 1

Goal 12: Housing Development Affordable and accessible housing units are developed in local communities to expand housing options for individuals with developmental disabilities.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		
Education & Early Intervention		
Employment		
Formal and Informal Community Supports		
Health		
Housing	X	X
Quality Assurance		
Recreation		
Transportation		
Strategies	Planned	Strategies Used
Barrier Elimination		
Coalition Development and Citizen Participation		X
Coordination with Related Councils, Committees and Programs	X	
Demonstration of New Approaches to Services and Supports		
Informing Policymakers	X	
Interagency Collaboration and Coordination		
Other Activities		
Outreach		
Supporting and Educating Communities	X	
Systems Design and Redesign		
Technical Assistance		
Training		X
Intermediaries/Collaborators	Planned	Actual
DDS		
Disability Rights California (State Protection & Advocacy System)		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual: Housing Consortium of the East Bay

12.1	The Council will collaborate with local non-profit housing corporations to monitor and influence the housing plans of municipalities to reflect the needs of individuals with developmental disabilities.
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Implementation Activities:

Planned:

1. Systemic Advocacy

Actual:

A. Systemic Advocacy

1. Cross-Disability Coalition (access to shared housing options)

B. Outreach/Collaboration

1. Housing Consortium of the East Bay: Housing Element process (training development and workshop)

Activities undertaken were: ☒ **All met** **Partially met** **Not met**

Timelines:

1. Ongoing, as needed, support local housing non-profit corporations who advocate for increased housing stock for people with developmental disabilities by writing letters, attending meetings, providing testimony, etc.

Timelines established were: ☒ **All met** **Partially met** **Not met**

Annual Progress Report:

Staff obtained information about the federally funded California Project Rental Assistance Demonstration Program to disseminate to the community.

Council staff collaborated with the Housing Consortium of the East Bay, a local non-profit housing organization, to organize and implement workshops to train families about the Housing Element Process. The workshops were given in Alameda and Contra Costa Counties and gave families information to advocate effectively for affordable, accessible housing within their own communities. Approximately 20 families participated.

Our self-advocacy newsletter featured a family that purchased its own home through assistance from a realtor and city Housing Department. The newsletter also provided information on assistive devices and internet services available to people with low income.

The Council awarded a \$10,000 grant to influence the ‘housing elements’ of local municipalities. The grantee drafted documents that demonstrated the need for local housing for people with developmental disabilities and provided the data and rationale model needed to complete the planning process. This agency and community-level advocacy was extremely successful, as 8 municipalities (all in major urban areas) in the Bay Area incorporated rationale language into their housing plans (and many of them did so verbatim). The grant is for staff of the North Bay Housing Coalition to attend and provide information on the housing needs of individuals with intellectual and developmental disabilities at workshops in three local counties.

Staff continues to monitor the progress of 5 new units of low-income housing developed in the city of Fort Bragg and continues to work with local authorities to advocate for continuing the pursuit of \$1.2 million held by the State with the hope to have 32 more units available.

This is an ongoing activity and is not yet completed.

Objective 12.1: Federal Performance Measures		Total
HO08	People trained in housing	30
HO05	Housing programs/policies created/improved	8

12.2	The Council will identify and advocate for legislative and regulatory changes designed to increase the availability of affordable housing, including the opportunity for home ownership by individuals with developmental disabilities.
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Implementation Activities

Planned:

1. Policymaker education and systemic advocacy

Actual:

1. Monitoring of local housing development

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

- A. Ongoing, as needed

1. In collaboration with federal partners, other partners, individuals with disabilities and their families educate policy makers on proposals that will increase or jeopardize the availability of affordable housing for individuals with developmental disabilities – on going

2. Monitor legislation

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Staff continues to monitor the progress of the 5 new units of low-income housing developed in the city of Fort Bragg and continues to work with local authorities to advocate for continuing the pursuit of \$1.2 million held by the state with the hope to have 32 more units available.

Objective 12.2: Federal Performance Measures		Total
HO06	Units of affordable, accessible housing made available	5

12.3	The Council will publicize and oppose incidents of “not in my back yard” (NIMBY). The Council will collaborate with federal partners, advocates, public interest law firms, and others to ensure that the media and government officials are aware of these incidents.
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Implementation Activities:

Planned:

1. Monitor NIMBY incidents
2. Education and Publicity

Activities undertaken were: **All met** ☒ **Partially met** **Not met**

Timelines:

A. As needed:

1. Become aware of NIMBY incidents.
2. Contact the media, local officials, fair housing advocates and policy makers. Educate the public through letters to the editor etc.

Timelines established were: **All met** ☒ **Partially met** **Not met**

Annual Progress Report:

Regional staff joined with a coalition of cross-disability, low-income, and sober living groups to strategize, testify, and publicize a proposed Los Angeles housing ordinance that would reduce access to shared housing options (Joined Coalition to Fight NIMBYism).

Objective 12.3: Federal Performance Measures		Total

Goal 13: Generic Services Individuals with developmental disabilities and their families have access to community based services and supports available to the general population (such as recreation, transportation, childcare, etc.) that enable them to live productive and inclusive lives.		
Areas of Emphasis	Planned	Areas Addressed
Child Care		X
Cross-Cutting		X
Education & Early Intervention		X
Employment		X
Formal and Informal Community Supports	X	X
Health		X
Housing		
Quality Assurance	X	X
Recreation		X
Transportation		X
Strategies	Planned	Strategies Used
Barrier Elimination		X
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports		X
Informing Policymakers		
Interagency Collaboration and Coordination		X
Other Activities		
Outreach		X
Supporting and Educating Communities		X
Systems Design and Redesign		
Training	X	
Technical Assistance		
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Access Services (designated CTSA Agency)
Access to Independence
After-School Education Program (ASES)
Alex Rorabaugh Recreation Center
Alta California Regional Center (ACRC)
ARC Board
Area 1 Agency on Aging
Boys and Girls Club
Butte County In-Home Supportive Services
Advisory Committee
CA Disability Services Association
California Department of Rehabilitation
(DOR)
Changing Tides Family Services
Children's Hospital
Circle of Horses
City of Ukiah Recreation Department
Community Partnership for Families San
Joaquin
Concerned Individuals
Coronado Police Department
Department of Health & Human Services
EvoLibri
IHSS Care Provider Registry
IHSS Statewide Coalitions
In-Home Supportive Services (IHSS) Health
and Human Services
In-Home Supportive Services (IHSS) Public
Authority
Jane Anderson Memorial Fund
Living Spinal
Local Community Fund
Local Parents
Local School Districts
Lodi Schools
Los Angeles Regional Center Transportation
Making Headway Center for Brain Injury
Recovery

Mayor's Committee on Disability for the
City of San Diego
Mendocino Community Foundation
Mendocino County DSS - Children's
Division
Mendocino County DSS - Mental Health
Division
Metropolitan Transportation Agency (MTA)
National Alliance on Mental Illness (NAMI)
Paratransit Riders' Coalition (PRC)
Reaching for Independence
Redwood Children's Services
Redwood Coast Regional Center (RCRC)
Redwood Management Group
San Andreas Regional Center (SARC)
San Diego Center for the Blind
San Diego People First
San Joaquin County Mental Health
Self-Advocacy Council 6 (SAC 6)
Social Security Administration (SSA)
Sonoma Developmental Center (SDC)
St. Joseph Health -Humboldt County
Tapestry
Therapeutic Park and Recreation
Tri-County Independent Living
Tuolumne County Office of Education and
SELPA
Ukiah Unified School District
Ukiah Valley Association for Habilitation
United Cerebral Palsy (UCP)
University of San Diego Caster Center
Valley Mountain Regional Center (VMRC)
Valley Mountain Regional Center Vendors
Vocational, Training, and Employment
(VTE)
YMCA

13.1	The Council will collaborate with and provide advice to local community agencies and organizations – including child care, recreation, transportation and others - to protect the rights of individuals with developmental disabilities and ensure their inclusion in the community.
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Implementation Activities

Planned:

1. Participation and collaboration
2. Review Policies and Practices
3. Advocacy

Actual:

A. Outreach/collaboration

1. La Sierra High School's "Career Day" at California State University - Fullerton
2. Annual Disability & Senior Expo
3. California In-Home Supportive Services Consumer Alliance (IHSS Advisory Committees & Citizen Governing Boards)
4. California Memorial Project: State hospital system (abuse/neglect history)
5. Disability Collaborative (member recruitment)
6. In-Home Supportive Services (IHSS) Advisory Committee: Conference calls, advisory committees and California IHSS Consumer Alliance
7. Los Angeles County Regional Center Transportation Group
8. Mayor's Committee on Disability: Accessibility, Transportation, Employment, etc.
9. Mental Health Board: Children's Services and Housing committees
10. Multicultural Health Fair
11. Newsletter Article (Volunteer Driver Programs)
12. North Orange County Community College District's "Transition Night"
13. People First: Annual Teddy Bear Dance (Coronado Police Department and Children's Hospital)
14. Southern California Volunteer Driver Programs (VDP) Coalition (quarterly meetings)

B. Legislative/Regulatory Advocacy

1. Coalition of Transportation Advocates: Extend the 1/2 cent sales tax for transportation

C. Information/Resources:

1. Contact information and more resources for Volunteer Driver Programs (handout)
2. IEP Basics (brochure)
3. IPP Basics (brochure)
4. Multi-Agency Children's Coalition (MACC)

5. Orange County Community Resources (resource list)
6. Regional Center Eligibility (brochure)
7. Risk Management/Liability/Insurance Information about Volunteer Driver Programs (handout)
8. School and Doctor Information sheet
9. Staff response to public inquiries
10. Volunteer Driver Programs (overview/handout)

D. Program/Policy Development & Review of Practices

1. Vendor Advisory Committee: Volunteer Driver Programs (VDP)
2. New Freedom funds: Job Access and Reverse Commute (JARC)
3. SELPA community advisory meeting: Exclusionary campus practices
4. WIA contract: Program rating
5. After-School "ASES" Program: Enrollment Procedures/Policies
6. Community Focus Groups: Needs Assessments (gaps in government-funded services and innovation needs)
7. Paratransit Riders' Coalition (PRC - ASI): Reservation and Dispatch Policies (Estimated Time of Arrivals; Reservation and Dispatch operations; free fare for personal care attendants, and 'excessive trip length')
8. Redwood Quality Management Group: Foster Care & Mental Health programs
9. Orange Grove School (VTE program): Tailored Day Services & Employment First (service/payment reduction)
10. Transportation Summit Steering Committee (rural transportation options)

E. Advocacy

1. Paratransit Service (improved quality)

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

1. Ongoing participation in existing local forums to ensure that the needs of individuals with developmental disabilities are taken into account
2. As needed, review policies and practices of generic community organizations to ensure that they are compliant with state and federal laws and that the language is easily understood and respond as necessary
3. As appropriate, alert the appropriate authorities in the event that people with developmental disabilities are improperly excluded or marginalized

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Regional staff are creative in finding opportunities to collaborate with self-advocates, family and community members, and community-based organizations and service providers, as well as state and federal partners.

Staff facilitated community focus groups in collaboration with a local service provider. The purpose of the focus group (which included parents of individuals with disabilities and professionals who work in the field of developmental disabilities) was to solicit and understand stakeholders' perceptions of what is currently working and what is problematic with current efforts to provide government-funded services to people with developmental disabilities. Participants were also asked to provide ideas about what could be different and shared thoughts about innovative approaches. Although such sessions are intended to provide information for potential/needed future systemic change, the discussion produced issues which highlighted current needs and gaps in the delivery system. This will allow Council staff to provide information and technical assistance to self-advocates and families to address emerging issues.

Staff conducted a presentation about Volunteer Driver Programs (VDP) for a local Vendor Advisory Committee, the purpose of which was to interest providers in developing such a program. Approximately 70 people attended. Materials for this presentation were updated and provided to attendees.

Staff continued to advocate for improved quality of local paratransit services and participated in the Paratransit Riders' Coalition's 'Excessive Trip Length' subcommittee meeting and discussed plans to meet/correspond with MTA board members who make funding decisions, thereby controlling services. Staff also met with Mobility Management Partners, which has a funded program with drivers and vehicles but not enough riders, and offered to promote it via a newsletter. In rating proposals for a WIA contract, for the County of LA Community and Senior Services division, staff participated in a discussion of plans for serving people with developmental disabilities if awarded the contract.

Staff, in collaboration with Therapeutic Park and Recreation, provided facilitation for San Diego People First, as they planned and coordinated the details for an event which included outreach, menu planning, shopping, coordination of volunteers, decorations, preparation of refreshments,

securing a DJ and clean up. During the event, 200 teddy bears were collected and 150 people attended the dance. At the end of the dance, all of the teddy bears were given to a representative from the Coronado Police Department and Children's Hospital.

Staff participated in a collaborative presentation to the Ukiah Unified School District (UUSD) Board to develop procedures for enrollment into the After School (ASES) Program. Many parents had been turned away in late August as there were not enough openings to meet the huge growth in enrollment. The school board agreed to look at the budget, review policies, make changes, and find ways to pay for needed staff at the Boys and Girls Club, so that the agency can enroll children that were turned away from the district's program. The Boys and Girls Club also asked the UUSD to be included in any future application for new state revenues for ASES programs, as they become available. The presenters also asked to locate the Boys and Girls Club on-site at schools, to better serve the 300 children not being served within the district itself. The school board is in favor of helping pay for extra staff and to improve enrollment policies to be more inclusive and fair.

Staff attends monthly meetings of the Multi-Agency Children's Coalition (MACC) to provide information about the State Council on Developmental Disabilities and to obtain information about new service delivery models for mental health clients and community-based needs, Medi-Cal managed care and billing problems, housing and placement issues, and the services currently provided. Staff was asked to provide agency brochures for a staff and client resource library. Staff was able to connect with agency representatives and the public, all of whom were interested in the work of the Council and wanted to receive additional training/information.

The Council participated in the Annual Disability & Senior Expo. The event – attended by over 200 people – brought together exhibits on health, housing, transportation, advocacy, employment and assistive technology. Staff offered information on legislation, emergency preparedness and resources for parents of children and adults with disabilities. At the event, staff distributed a variety of resource materials (e.g. medical cards and in case of emergency application forms) and piloted a one-page School and Doctor Information Sheet. These items were well received by the people who stopped at the booth to talk about various issues and ideas and to take advantage of the available resource information/materials.

Council staff participates as a member of the Mayor's Committee on Disability for the City of San Diego and is able to represent needs of people with intellectual and developmental disabilities in monthly meetings that cover issues of accessibility, transportation, employment, etc., which affect people with cross-disabilities. There is a good exchange of information and collaboration at these meetings among all disability groups.

Council staff has developed an email distribution list for updates regarding the massive changes going on with the IHSS program throughout California. The distribution list consists of 300 people who forward the information they receive to hundreds of others through their own contact lists. Staff participates in monthly conference calls, advisory committees and with the California In-Home Supportive Services Consumer Alliance. Upcoming changes include new rules about overtime for IHSS providers, slated to go into effect on January 1, 2015. The state will be limiting the overtime it will pay. Questions by self-advocates and family members include:

What is overtime and how is it paid?

How do the new provider hour/rules affect consumers?

Are there exceptions to the new rules about consumers' weekly hours?

What will the new rules mean for my provider's schedule, etc.?

Staff attended the local Transportation Summit, which is focused on problems in the Santa Clarita Valley area, which is a very rural area with limited transportation options. Staff will serve on the Steering Committee to work on long-term solutions.

As part of the California Memorial Project, the Council participated in a memorial event at the Stockton Cemetery, where people expressed memories and feelings about the State hospital system and its history of abuse and neglect. The event was attended by 75 self-advocates and other members of the public. Speakers shared information about their experiences with the State Hospital system, the closing of those facilities, and the community services and supports that provide alternatives to institutional settings.

The Council took part in local SELPA Community Advisory Committee (CAC) meeting, which was attended by 4 representatives of the local Office of Education, 12 CAC members, and others from the public. The county has forwarded a proposal to consolidate all elementary special education services and classes at a single site, to be purchased in the town of Twain Harte. The

county currently offers classes at 3 different sites (all of which are withdrawing their agreements for SELPA use of their facilities), which can mean very long transportation times for some students. A petition was circulated in opposition to the plan and signed by over 600 people, noting that the plan lacked inclusivity for interaction with non-disabled peers. The County Superintendent of Education is now withdrawing the proposal and has asked that the CAC consider how to meet the needs of students in a more equitable fashion.

Barriers:

While senior programs are slowly beginning to include people with developmental disabilities, they are not necessarily ready to consider a volunteer driver (VDP) component, as they don't experience a direct financial benefit or are simply too focused on day-to-day operational issues to address community-wide accessibility. Transportation is still an ongoing problem in both rural and metropolitan areas of California.

Keeping all self-advocates involved and informed about community events is difficult, as many people with developmental disabilities do not have direct access to computers and are missing the social media experience.

There are still barriers to access some areas of the entitlement service system in California. People of diverse cultures struggle to effectively obtain services and/or understand changes within the health care system. Additionally, the range of services available to people who qualify beneath the federal definition of a developmental disability is very limited, given narrower (statewide) regional center eligibility criteria.

Ironically, after months of Council work in promoting the hiring of employees with developmental disabilities, the information regarding how many people with disabilities have actually been *hired* cannot be documented or reported, due to issues of confidentiality regarding personnel matters.

Some people with developmental disabilities in California are still being housed in large, highly restrictive institutional settings, such as Developmental Centers.

Evaluation/Results:

It is very difficult to estimate and report the number of people assisted by sweeping, community-wide policy/service changes such as curb cuts, Polaris audible signal installations, etc.

There are many events for which evaluations are not completed. For example, the officers of San Diego People First debriefed after the dance and felt that the event was very successful, based on the number of teddy bears collected, the number of people who attended the event, and the verbal and behavioral feedback that was provided by attendees at the dance.

Council staff facilitated the Recreation Center Board through a Strategic Planning process and assisted in the revision of the three-year plan and vision to be more inclusive of the whole community of people with disabilities and provide future opportunities for anyone with low income or disabilities to recreate in the new 20,000 square foot ARC Community Center. 'Open ARC Night' and open Sundays will provide more opportunities for inclusion of people with disabilities in healthy activities that are currently not available or affordable to most clients, since the city has no funds to provide such services. A small grant was written to a local foundation for support of this project and was funded for \$2,000. With this money seeding open ARC nights for people with disabilities, the ARC fundraising committee developed an annual event to match the Foundation grant. Funds will be used to expand the Open ARC concept to be more available to the community at no cost. The annual event was held in January and \$39,000 was raised, with \$12,950 from the audience for "Fund a Need," which is designated for 'Open ARC Sundays' for a total of \$41,000 raised for activities. This will fund six months of 'Open ARC Sundays' and will further the goal of having the facility available to all in the community during designated evenings and weekends, which is a tremendous benefit within the community.

During a Council focus group event, some participants indicated that it was the first time they had spoken publicly, as people with developmental disabilities advocating for their own services and needs.

The Circle of Horses program provides therapeutic interventions to people with physical, emotional, and cognitive disabilities. Two types of instructors participate: a therapeutic riding instructor and an equine that is responsive to participants and provides non-judgmental companionship. The program is housed in a covered arena suitable for sessions in both rain or

shine. The program will grow slowly in order to allow instructors and volunteers the opportunity to assess the needs of both the participants and their equine instructors. The goal of the program is to measure participants' improvement in day-to-day communication skills, patience, confidence, and self-esteem. The program will also measure physical improvement with participants who have neurological and physical impairments. The Circle of Horses has an agreement with Ridgewood Ranch T.R.A.I.L. Riders' Association, which is a therapeutic riding program in Willits, California, which has agreed to become the fiscal sponsor, to accept tax exempt donations without having to establish a separate 501 (c)(3) non-profit corporation until such time as the program is fully established. All those involved with the program, except the participants, are unpaid volunteers, donating skills and time. The goal is to be able to pay for an instructor. All fees, donations, and grants will be used to pay for the upkeep of the equines, equipment, and insurance. The Circle of Horses expressed gratitude for the opportunity to have worked with the Mendocino Community Foundation.

Council staff serves as adviser to the local Community Foundation regarding the disposition of funds from the Jane Anderson Memorial Fund.

Council staff worked collaboratively with the local regional center regarding the violation of a client's privacy rights within a day program, when it became obvious that the violations were program related. Insufficient data collection, poor communication between service coordinator to manager and manager to staff, and lack of clear direction or policy in regard to how an agency is to treat a privacy issue all contributed to the rights violation. The Council insisted that the local regional center work with management at the day program to ensure compliance with Title 17 regulations, specific to the complaint, which resulted in the regional center directing the agency to create a specific policy to address privacy, and follow up with staff training on that new policy.

Moving from an individual complaint regarding a rights violation to a change in policy and staff (re-) training exemplifies the Council's role in addressing a systemic issue and intervening in a way that lowers the likelihood of such a problem potentially recurring with thousands of other people with developmental disabilities within that same regional center system.

Objective 13.1: Federal Performance Measures		Total
CC02	Copies of products distributed to policymakers about issues related to Council initiatives	20
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	369
CH01	Children in inclusive child care settings through Council efforts	56
CH03	Child care programs/policies created/improved	1
CS01	Individuals receive formal/informal community supports	50
CS05	People trained in formal/informal community supports	228
CS08	Buildings/public accommodations became accessible	20,000
ED11	People trained in inclusive education	16
HE05	People trained in health care services	8
QA05	People trained in quality assurance	40
QA06	People active in systems advocacy about quality assurance	22
QA08	People trained in leadership, self-advocacy, and self-determination.	75
QA10	Number of entities participating in partnerships or coalitions created or sustained as a result of Council efforts.	3
RE01	People active in recreational activities through Council efforts	257
RE02	Dollars leveraged for recreation programs	\$11,900
TR05	People trained in transportation	290

Goal 14: Public Policy Public policy in California promotes the independence, productivity, inclusion and self-determination of individuals with developmental disabilities and their families.		
Areas of Emphasis	Planned	Areas Addressed
Child Care	X	
Cross-Cutting		X
Education & Early Intervention	X	X
Employment	X	X
Formal and Informal Community Supports	X	X
Health	X	X
Housing	X	X
Quality Assurance	X	X
Recreation	X	
Transportation	X	
Strategies	Planned	Strategies Used
Barrier Elimination	X	X
Coalition Development and Citizen Participation	X	X
Coordination with Related Councils, Committees and Programs		
Demonstration of New Approaches to Services and Supports	X	
Informing Policymakers	X	X
Interagency Collaboration and Coordination		
Other Activities		X
Outreach		X
Supporting and Educating Communities		X
Systems Design and Redesign		
Technical Assistance		
Training		
Intermediaries/Collaborators	Planned	Actual
DDS		X
Disability Rights California (State Protection & Advocacy System)		X
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Abilities United
Butte County
California DSS - Child Development Division
Central Valley Training Center (CVTC)
Chico State University
City of Stockton
Community Access Channel of Bay Area
Community Center for the Blind
Community Mental Health Board Members
Contra Costa/Alameda DD Councils
East Bay Legislative Coalition
Easter Seals
Employment and Community Options
Family Advocates
Fiesta Educativa
FREED Center for Independent Living
Golden Gate Regional Center Service Provider Advisory Committee
Head Start
Health & Human Services Behavioral Health
Home of Guiding Hands
IHSS Advisory Committee
InnerDancer
Local Colleges
Local Regional Centers
Local School Districts
Mendocino County Child Care Planning Council
Mendocino County Mental Health
Monterey Bay Provider Network
Paradise Cinema
Parents Helping Parents (PHP)
Person Centered Services (PCS)
Shasta Community College - Veterans Club
Silicon Valley Independent Living Center (SVILC)
TERI Inc.
United Cerebral Palsy (UCP)
Vendor Advisory Committee

14.1	The Council will take a position on proposed state and federal legislation and proposed regulations that impact people with developmental disabilities, will communicate those positions to legislators and their staff, and will disseminate this information to all interested parties.
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Implementation Activities

Planned:

1. Track and analyze relevant legislation
2. Submit position letters to legislators and post on web

Actual:

A. Legislative Tracking

B. Testimony/Correspondence/Position Letters/Phone calls

C. Outreach/Collaboration

1. Child Care Planning Council: Legislative review
2. East Bay Legislative Coalition: Legislation Forum
3. Training to transition parent support group (regarding pending legislation)
4. Mental Health Board: Implementation of Laura's Law
5. Stakeholders: development of a Mental Health Court
6. Mendocino County Child Care Planning Council
7. Service Provider Advisory Committee: Legislative Forum
8. Training: Legislative protocols and prep for meetings (family and self-advocates)

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

A. Ongoing activity. Council Legislative Committee establishes meeting schedule each calendar year, to coincide with State Legislature's calendar to:

1. Track and analyze relevant legislation
2. Seek clarification from author or other key personnel as needed
3. Ensure that the Council has sufficient information to take an informed position
4. Submit position letters to the relevant legislators and post on Council website

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

Throughout the course of the legislative session, staff kept the Council's Legislative and Public Policy Committee (LPPC) updated on the progress of legislation and requested that members disseminate information to their communities and seek active support, in the form of letters, phone calls, and visits to their representatives. The Council actively analyzed, followed progress on, and supported (with testimony, position letters, public announcements and notifications, etc.) sixteen (16) pieces of legislation that died during the 2013-14 legislative year and one (1) that was vetoed.

The Council actively and successfully supported (with testimony, position letters, public announcements and notifications, etc.) the progress and passage of the following ten (10) bills, which were chaptered during the 2013-14 legislative year:

1. AB 420 (Dickinson D) Pupil discipline: suspensions and expulsions: willful defiance.

Chapter Number: 660

Introduced: 2/15/2013

Last Amend: 8/13/2014

Status: 9/27/2014 - Chaptered by Secretary of State - Chapter 660, Statutes of 2014.

Summary: Eliminates the authority to suspend a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, and the authority to recommend for expulsion a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. The bill would make the restrictions inoperative on July 1, 2018.

Laws: An act to amend §48900 of the Education Code, relating to pupil discipline.

2. SB 838 (Beall) Juveniles: sex offenses.

Chapter Number:

Introduced: 1/6/14

Last Amend: 8/18/14

Status: 9/30/14 – Chaptered by Secretary of State - Chapter 919, Statutes of 2014.

Summary: Reduces confidentiality protections and makes ineligible for deferred entry of judgment (DEJ) juveniles who have committed or who are alleged to have committed specified sex crimes involving an unconscious or disabled victim, as specified.

Laws: An act to amend §676, 730, and 790 of the Welfare and Institutions Code, relating to juveniles (Audrie's Law).

3. AB 1089 (Calderon, Ian D) Foster care.

Chapter Number: 761

Introduced: 2/22/2013

Last Amend: 8/4/2014

Status: 9/29/2014 - Chaptered by Secretary of State - Chapter 761, Statutes of 2014.

Summary: Specifies the transfer procedures that would apply when a consumer of regional center services who has an order for foster care, is awaiting foster care placement, or is placed in out-of-home care transfers between regional centers. The bill would establish specific timelines and procedures for making these transfers. By imposing new duties and a higher level of service on county employees, the bill would impose a state-mandated local program.

Laws: An act to amend §95014 of the Government Code and to amend §4643.5 of the Welfare and Institution Code relating to foster care.

4. AB 1595 (Chesbro D) State Council on Developmental Disabilities

Chapter Number: 409

Introduced: 2/3/2014

Last Amend: 8/22/2014

Status: 9/18/2014 - Chaptered by Secretary of State - Chapter 409, Statutes of 2014.

Summary: Revises the activities the State Council on Developmental Disabilities is authorized to conduct to include, among other things: encouraging and assisting in the establishment or strengthening of self-advocacy organizations led by individuals with developmental disabilities and appoint an authorized representative for persons with developmental disabilities, as specified. The bill would make additional changes relating to

the activities of the council. This bill contains other related provisions and other existing laws.

Laws: An act to amend various sections of the Welfare and Institution Code (§4432 to 4563) relating to developmental services.

5. AB 1687 (Conway R) Persons with Developmental Disabilities Bill of Rights.

Chapter Number: 178

Introduced: 2/13/2014

Last Amend: 3/26/2014

Status: 7/23/2014 - Chaptered by Secretary of State - Chapter 178, Statutes of 2014.

Summary: Current law grants specified rights to a person with developmental disabilities who has been admitted or committed to a state hospital, community care facility, or health facility, including the right to have access to individual storage space for private use and a right to see visitors each day. Current law requires a developmental center to immediately report resident deaths and certain serious injuries, including a sexual assault, to the local law enforcement agency having jurisdiction over the city or county in which the developmental center is located. This bill would recast those rights as the Persons with Developmental Disabilities Bill of Rights.

Laws: An act to amend §4502 of, to amend the heading of Chapter 1 (commencing with §4500) of Division 4.5 of, to add the heading of Chapter 1.3 (commencing with §4502) to, and to add the heading of Chapter 1.6 (commencing with §4507) to, Division 4.5 of, the Welfare and Institutions Code, relating to developmental services.

6. AB 1806 (Bloom D) Pupil Services: homeless children or youth

Chapter Number: 767

Introduced: 2/18/2014

Status: 9/29/2014 - Chaptered by Secretary of State - Chapter 767, Statutes of 2014.

Summary: Requires the designated local educational agency liaison for homeless children and youth to be invited to participate in the individualized education program team meeting that makes a manifestation determination, as specified, if an individual with exceptional needs is a homeless child or youth, as defined, and the local educational agency has

proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal or the district superintendent of schools. This bill contains other related provisions and other existing laws.

Laws: an act to amend §48915.5 of the Education Code, relating to pupil services.

7. AB 1900 (Quirk D) Victims of Sex crimes: testimony: video recording

Chapter Number: 160

Introduced: 2/19/2014

Last Amend: 3/27/2014

Status: 7/21/2014 - Chaptered by Secretary of State - Chapter 160, Statutes of 2014.

Summary: Current law provides that when a defendant has been charged with certain sex crimes, including rape and sodomy, and the victim is a person 15 years of age or less or is developmentally disabled as a result of an intellectual disability, when the defendant has been charged with spousal rape or corporal injury resulting in a traumatic condition upon certain persons, or when the defendant is charged with certain sex crimes, including rape and sodomy, that are committed with or upon a person with a disability, the prosecution may apply for an order that the victim's testimony at the preliminary hearing be recorded and preserved on videotape. This bill would allow a court to use any means of video recording to comply with these recording and preservation requirements.

Laws: An act to amend §1346, 1346.1, 1347, 1347.5 of the Penal Code relating to testimony.

8. SB 577 (Pavley D) Autism and other developmental disabilities: Employment

Chapter Number: 431

Introduced: 2/22/2013

Last Amend: 8/21/2014

Status: 9/18/2014 - Chaptered by Secretary of State - Chapter 431, Statutes of 2014.

Summary: Requires the State Department of Developmental Services, contingent upon receiving federal financial participation, to conduct a 4-year demonstration project to determine whether community-based vocational development services will increase employment outcomes for consumers and reduce purchase of service costs for working age

adults, as specified. The bill would require the development and semiannual review of a plan, as specified, if community-based vocational development services, as defined, are determined to be a necessary step to achieve a supported employment outcome.

Laws: An act to add and repeal §4850.3 of the Welfare and Institution Code, relating to developmental disabilities.

9. SB 1093 (Liu D) Developmental services: regional centers: culturally and linguistically competent services

Chapter Number: 402

Introduced: 2/19/2014

Last Amend: 6/10/2014

Status: 9/18/2014 - Chaptered by Secretary of State - Chapter 402, Statutes of 2014.

Summary: Requires regional centers to provide independent living skills services to an adult consumer, consistent with a consumer's individual program plan, that provide the consumer with functional skills training that enables him or her to acquire or maintain skills to live independently in his or her own home, or to achieve greater independence while living in the home of a parent, family member, or other person. This bill contains other related provisions and other existing laws.

Laws: An act to amend §4519.5 and 4629 and to add §4688.05 to, the Welfare and Institutions Code, relating to developmental services.

10. SB 1127 (Torres D) Emergency services: individuals with developmental disabilities and cognitive impairments.

Chapter Number: 440

Introduced: 2/19/2014

Last Amend: 6/15/2014

Status: 9/18/2014 - Chaptered by Secretary of State - Chapter 440, Statutes of 2014.

Summary: Includes a missing person who is developmentally disabled or cognitively impaired among the persons who may be the subject of a Silver Alert. This bill would also delete the repeal date, thereby extending the operation of these provisions indefinitely.

LAWS: An act to amend §8594.10 of the Government Code, relating to emergency services.

Clarifying the statewide authority of the Council and its personnel, AB 1595 (Chesbro) has been an especially significant achievement in fully authorizing the Council to carry out the mandates of the federal DD Act. This piece of enacted legislation enables the Council to maximize its resources in order to assist the largest number of persons with developmental disabilities as possible, including those with cross-disabilities, by ensuring full engagement in advocacy, capacity building, and systemic change. Provisions of the Lanterman Act, as amended by AB 1595, reflect Council-approved purposes, goals, objectives, and programmatic approaches used to assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, integration and inclusion in all facets of community life.

Staff co-chairs a local Child Care Planning Council and has worked to recommend and support legislation affecting the welfare of families and children. Of significant importance to families, bills that addressed early intervention (Head Start, Early Start, and Strong Start), health and safety issues in child care and reductions in fees for parents participating in state preschool programs were the focus of much attention and effort. New legislation affecting overtime pay rates for in-home care workers was of particular concern to community members potentially affected by changes in pay scales. Staff worked with community members to draft letters to legislators addressing these concerns regarding possible changes and the potential reduction/elimination of services. Staff attended Darrel Steinberg's Hearing of the Senate Select Committee on Autism and Related Disorders and Employment. Staff emailed invitations to 550 people and family and community members informing them of this hearing and inviting them to attend.

Staff used multiple venues to reach people about legislative updates, informing over 6,000 people about different informative activities related to legislative and public policy matters and educational and community supports, locally and statewide. For example, staff sent emails to 600 individuals and community members, educating them about CRPD and encouraging support of the Convention on the Rights of Persons with Disabilities. Staff used the Mailchimp email system to notify the community of trainings, legislation, and events, mailing multiple newsletter editions to 2,900 addresses with an average 'open rate' of 38%. Staff was interviewed by for a

televised program about services and supports for people with developmental disabilities. Advocacy and the need for it, as well as personal stories, were topics shared in the 30-minute program that was distributed to over 100,000 in the local area.

Staff disseminated information and educated policymakers and the public regarding the following Federal Areas of Emphasis:

- Community Supports: Staff disseminated informational summaries of legislation signed into law during the current session which will impact the rights and services of individuals with disabilities
- Education and Transition: Family Empowerment Conference/Training Event - English and Spanish; The Self-Advocacy Board of Los Angeles County conference (2 eNewsletters to 1,321 subscribers)
- Employment: Workforce Investment and Opportunities Act
- Health: Free Medical and Dental Care Resources, Food Bank Resources, USC TeleHealth Counseling, and a Caregiver Workshop
- Quality Assurance/Self-Advocacy: Disability Pride Day Information, California Remembrance Day, Self-Determination Workgroup, and Emergency Preparedness Training Opportunities
- Recreation: Special Olympics - Bowling
- Rights Training: Staff disseminated information to our community network regarding the Disability Rights California Office of Clients Rights Advocacy and Voter Information and has made numerous referrals
- Self-Advocacy Training: Board member training

Staff facilitated the presentation of an In-Home Supportive Services (IHSS) Advisory Committee letter to the local Board of Supervisors, educating local representatives about the Governor's proposed 2014-15 state budget and the potential impact of the the Fair Labor Standards Act (FLSA). The proposed budget could have been harmful to many recipients of IHSS services in our community, many of whom are disabled or elderly. The Board noted the concerns and concurred with the issues presented. As a result of this information, the Board of Supervisors voted to send a county letter of opposition to the state. Staff also attended the Supported Living

Provider meeting to discuss legislative needs regarding SLS, including the repealing of audit requirements and overtime restrictions. Staff reviewed legislative and policy needs with the Lanterman Coalition representative.

On October 9, 2013, Governor Brown signed into law the Employment First Policy that states, “It is the policy of the state that opportunities for integrated, competitive employment be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disability.” A major barrier to California carrying out this commitment to people with developmental disabilities is the lack of Regional Center services to prepare people for work. SB 577 should begin filling this service gap.

Staff sent an eBlast to 400 recipients regarding SB 577 (Pavley), which had been passed and was awaiting Governor Brown’s signature or veto. Because of SCDD’s commitment to give people with developmental disabilities the opportunity to work, make money, contribute, make friends through work, and be part of the economic life of their communities, SCDD co-sponsored SB 577. Staff informed people about the specifics of the bill and encouraged them to contact the Governor with their position.

Staff collaborated with community partners and stakeholders as part of a consortium to develop a comprehensive Mental Health plan to implement Laura's Law, as supported by MHSA funding. Community partners and stakeholders provided input to the local Board of Supervisors and identified other partners and resources, networked and built working relationships, developed problem statements, and identified strategies and developed action plans, based on identified areas of priority. Stakeholders developed a Mental Health Court to assist with the implementation of Laura's law and to keep individuals with mental health and developmental disabilities out of the jails and solidly with the crisis intervention and support service system. Laura's Law is designed to assist the most severely impaired mental health clients receive appropriate services by being court-ordered to do so. The local Mental Health Court has been very successful in that forty-three (43) clients have avoided prosecution and detention within the criminal justice system and, in the first year of implementation, have been diverted into the Mental Health system of wraparound care.

Barriers to Implementation:

Significant funding deficits have reduced the capacity of the mental health and criminal justice systems to implement the complete, wraparound service partnership required to fully realize the benefits of Laura's Law. Personnel find that a quick turnaround time for pulling together testimony at state hearings is difficult to manage, in the face of heavy schedules full of collaborative community work. Transportation is always a challenge for self-advocates and is impossible to arrange at the last minute. Additionally, elected representatives have tight schedules with limited windows of opportunity to give family and self-advocates.

Evaluation:

While community members anecdotally reported that they benefited from updates and opportunities to weigh in on legislative issues affecting people with developmental disabilities, by far the most significant outcome from the Council's legislative work was found in AB 1595 (Chesbro). This single piece of legislation has shifted the Council into direct alignment with the federal standards, through the federal DD Act, and will continue to impact the state of California as the Council adjusts its work to reflect the new changes.

Objective 14.1: Federal Performance Measures		Total
QA05	People trained in quality assurance	18
CC01	Public policymakers educated by Council about issues related to Council initiatives	186
CC03	Members of the general public estimated to have been reached by Council	201
CS01	Individuals receive formal/informal community supports	59
CS05	People trained in formal/informal community supports	506
HE01	People have needed health services through Council efforts	103
HE03	Health services programs/policies created/improved	1
EM07	People trained in employment	338
CS02	Dollars leveraged for formal/informal community supports	\$8,000

14.2	Legislators and local officials will be educated and informed on issues that impact the lives of individuals with developmental disabilities. Legislative staff will be encouraged to utilize the expertise of the Council on issues that impact the community.
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Implementation Activities

Planned:

1. Outreach to legislators
2. Involvement in Legislative initiatives

Actual:

A. Outreach

1. Elected Officials

- a. Senator Jim Beall
- b. Senator Marty Block
- c. Senator DeSaulnier (staff)
- d. Senator Hancock
- e. Senator Jerry Hill (staff)
- f. Senator Mark Leno (staff)
- g. Assemblymember Joan Buchanan
- h. Assemblymember Nora Campos
- i. Assemblymember Eggman (Joel Reyna, field representative)
- j. Assemblymember Rich Gordon
- k. Assemblymember Brian Maienschein (Chief of Staff)
- l. Assemblymember Mark Stone
- m. Assemblymember Phil Ting (staff)
- n. Assemblymember Shirley Weber
- o. Mayor Anthony Silva (Stockton)

2. Issues

- a. Gaps in local service capacity issues
- b. SELPA Community Advisory Committee concerns
- c. Parental Fee program (DDS)
- d. CHOICES Conference (legislative panel invitation and collaboration on a Spanish Conference and Project Safety event)
- e. Provider funding
- f. Housing Crisis
- g. Lanterman funding (restoration)
- h. 5% increase in funding

- i. Exemption for overtime
- j. Early Start (restoration)
- k. Low rates for service providers and the effect on people with developmental disabilities
- l. Regional Center waiting times (Independent Living Services)
- m. The role of private for-profit and non-profit educational institutions (San Diego)
- n. Access and Diversity (PSE)
- o. ADA Compliance (e.g. sidewalks, curb cuts, etc.)
- p. Transportation
- q. System Efficiency
- r. Community Living Services
- s. Regional Center Funding

B. Outreach/Collaboration

- 1. Legislative Committee: Parental Fee Program
- 2. Legislative packet (community input-driven)
- 3. Legislative Breakfasts (restoration of Lanterman Act Services)
- 4. Lanterman Coalition
- 5. 10th Annual Legislative Forum (Employment First); www.ddpn.org
- 6. Assembly Select Committee on Higher Education
- 7. Call to Action: Marty Omoto
- 8. Mayors Task Force on Persons with Disabilities
- 9. Capitol Action Day

Activities undertaken were:  **All met** **Partially met** **Not met**

Timelines:

- 1. On an ongoing basis, familiarize legislators and their staff with the Council through legislative visits, letters, phone calls and community events.
- 2. Provide leadership in regional task forces of the Senate Select Committee on Autism and other key coalitions to develop legislative, regulatory and local solutions to issues affecting individuals with developmental disabilities as requested.

Timelines established were:  **All met** **Partially met** **Not met**

Annual Progress Report:

The Council was very active in proposing and following legislation and assisting state legislators with drafts, amendments, and analyses of bills that will continue to have significant impact on the work of the Council and the people it serves throughout California. Due to the intensive work of Council staff, several important bills were passed with little to no opposition. Although there has been some discontinuity in staffing that has created reporting gaps, Governor Brown and his staff have been instrumental in bringing key Council members and staff on board and filling positions that will move the work of the Council forward over the coming year. Among new staff are those who are tasked specifically with legislative work and former staff of the Senate Select Committee on Autism.

Staff and new and seasoned Council and active Statewide Self-Advocacy Network members are taking legislative updates out to every region of California, connecting the rest of the state with information about proposed changes in legislation that address federal areas of emphasis and affect people with developmental disabilities and their families. Additionally, staff works closely with regional Advisory Committees, local government elected and agency officials, and policymakers to address issues of local import and concern. It will continue to be the work of the Council, its Legislative and Public Policy Committee and staff to develop the Council focus during the upcoming legislative cycle.

Staff met with Assemblymember Joan Buchanan to discuss gaps in service capacity, specifically targeting increased resource development funding for regional centers so that additional day services can be created. Staff presented data demonstrating that existing services are no longer aligned with the needs of our population, due to significant increases in people diagnosed with autism. Assemblymember Buchanan suggested additional dialogue in the future.

Staff met with Assembly member Eggman's field representative, Joel Reyna, to discuss current issues for people with disabilities, including Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC) concerns, the state's Parental Fee program, an upcoming CHOICES Conference, and the possibility of inviting legislators for a panel presentation and collaboration on a Spanish Conference and future Project Safety event.

Staff met with Assemblyman Mark Stone to discuss the provider funding crisis in the area of housing and the need to restore funding of the state's Lanterman Act. Assemblyman Stone related that reeducate assembly and senate members.

Staff is working with parents to add concerns about parental fee requirements to the legislative packet for future outreach efforts, a packet that is based on the input of the community. The Council's Legislative and Public Policy Committee is working with community members on notifications about and responses to pending or proposed legislation. One of the messages to our legislators includes information about the restoration of Lanterman act, a proposed 5% increase in funding, attention to exemptions for overtime supports, the parental fee program, and the proposed restoration of Early Start.

Staff attended community legislative breakfasts and met with individuals, families, and legislative staff to discuss restoration of Lanterman Act Services.

The Council's Legislative and Public Policy Committee revised the legislative packet and protocols for use in meeting with legislators and public officials. When meeting with Legislatures, staff will arrange for introductions of the board member, self-advocate, and/or staff, describe the need behind the visit, share their story, and request endorsement of specific legislation.

Letters supporting the restoration of the Lanterman Act, particularly the positions of the Lanterman Coalition, were forwarded to local state representatives.

As a follow-up to a town hall meeting with Senator Marty Block, staff scheduled a meeting with him to discuss low rates for service providers and how that affects people who receive services. Also discussed was the need for timelines to be included in the Lanterman Act regarding decisions made in regard to supported living services, since regional centers may (and have) made people wait over a year for such a decision.

Staff met with the Assemblymember Brian Maienschein's Chief of Staff to discuss current legislation and the impact budget issues will have on our constituents, as well as employment concerns for people with intellectual and developmental disabilities.

Staff addressed Assemblymember Shirley Weber and the Assembly Select Committee on Higher Education in San Diego County during the public comment period of an informational hearing, on behalf of community members with intellectual and developmental disabilities and their need for more post-secondary education opportunities. The focus of this hearing was the role of private, for-profit and non-profit educational institutions in meeting San Diego's higher education needs, including issues with access and diversity.

A community collaborative of service providers, Council staff, and People First of San Diego are joining forces to develop the 10th Annual Legislative Forum. The intent of this forum is to provide legislators with information about issues and concerns that our constituents have, and how they are affected by decisions made in Sacramento. It was decided that Employment First would be the focus of the event this year, so the Chair of the Employment First Committee has been invited to participate on the panel, with a parent advocate and a CDSA lobbyist. Marty Omoto, California Disability Community Action Network (CDCAN) and , provided a "Call to Action," following the speakers' presentations.

Staff worked with the Child Care Public Policy committee to send letters to legislators on a variety of bills and informed the group of bills affecting the disability community.

Staff assisted with planning and program development for the 10th Annual Legislative Forum, which included a presentation by musicians with disabilities, and a dance performed to the John Lennon song "Imagine" while members of the audience held up signs saying - "College" "Jobs" "Relationships", etc. This was the opening to a panel of speakers who addressed issues surrounding the recently passed Employment First legislation. There were approximately 500 people in the audience, with legislators and staff included. The event is an opportunity for clients and their families, as well as service providers, to inform the legislators of their interests and concerns, as well as share information about their lives. Information about Employment First was provided to all attendees (www.ddpn.org). Additionally, staff supported the People First officers in hosting a voter registration table.

Staff advocates met with Assemblymember Shirley Weber's staff during budget hearings, given a number of budget-related issues that were likely to adversely affect constituents.

Staff attended Darrel Steinberg's Hearing of the Senate Select Committee on Autism and Related Disorders and Employment. Staff emailed invitations to 550 people and family and community members informing them of this hearing and inviting them to attend.

Staff facilitated a meeting of the Mayor's Task Force on Persons with Disabilities in Stockton, regarding ADA compliance and other issues affecting people with disabilities in the Stockton region, including necessary improvements to sidewalks around various parts of the community. The Mayor's Task Force began an action plan to address these and other disability-related issues. People with developmental disabilities, professionals from agencies such as UCP, Community Center for the Blind, Person Centered Services (PCS), Central Valley Training Center (CVTC) and other members of the public, attended this meeting and provided input regarding curb cuts and other ADA-related accessibility issues around the community.

Staff met with State Senator Hancock and staff from State Senator DeSaulnier's office, in order to advocate for Council priorities (e.g. the restoration of Early Start).

Staff attended Capital Action Day in Sacramento, meeting with four state legislators and their staff to advocate for the restoration of Lanterman Act funding and support the position of the Council, and the Lanterman Coalition. Legislative packets were provided to staff, as family members and others were able to present issues and give their stories. Staff also hosted a booth to describe to the public the role of the Council in shaping of public policy for people and families with developmental disabilities.

Barriers & Ongoing Challenges:

In the ongoing effort to educate lawmakers, their staff and the public, it is always a challenge to convince legislators and representatives that prioritizing state resources is so critical in meeting the many and diverse needs of people with disabilities.

Scheduling and meeting with local legislators is a challenge, both for busy legislative staff and for people with disabilities who rely on public transportation.

Evaluation/Results:

Although Assemblymember Weber was not personally available for contact, the staff member who met with Council staff followed through and passed the material and concerns directly to the Assemblymember.

Of the 98 people who responded to the Capitol Action Day survey, the majority said the event was "great!"

Those who received information reported that it was very helpful.

The discussion about ADA protections and accessibility needs of persons with disabilities has now been started between local government and the Task Force will be reviewing the ADA transitional guide and making recommendations to the city of Stockton in order to prioritize the most critical accessibility improvements to be addressed and completed.

The Council involvement with the Disability Collaborative produced a plan of action to address a disparity in the purchase of service.

Objective 14.2: Federal Performance Measures		Total
CC01	Public policymakers educated by Council about issues related to Council initiatives	138
CC02	Copies of products distributed to policymakers about issues related to Council initiatives	500
CS03	Formal/informal community supports programs/policies created/improved	10

14.3	The Council will use media, internet, arts and entertainment and social networking to educate the general public about individuals with developmental disabilities.
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Implementation Activities

Planned:

1. Media Outreach
2. Use of new media

Actual:

A. Media Outreach

1. Disability Rap: KVMR.org 89.5 FM Nevada City (Radio Broadcast/Interview)

a. Medi-Cal Managed Care

- 1) What is SCDD?
- 2) Background on Medi-Cal fee-for-service and 'how it works'
- 3) What is managed care? How is it different from fee-for-service? What are the goals for managed care?
- 4) What are the access issues that people experience around access to health care
- 5) Finding a PCP that takes MediCal
- 6) What is the Rural Expansion of Managed Care? Which plans are providing managed care services (Anthem & CA Wellness)
- 7) Timeline for Rural Expansion of Managed Care: October 1st, 2013, January 1st, 2014 and September 1st - mandatory enrollment of seniors and people with disabilities
- 8) What happens for SPD on September 1st?
- 9) People will be getting notices for enrollment
- 10) What people need to do when they get notices (contact PCP, HCO)
- 11) What happens if people do not choose a plan?

2. Paradise Cinema (Screen Ad)

a. AMJAMB: The Call Connection: Free Service(s) -

<https://www.youtube.com/watch?v=zTHFu9S7ra8&feature=youtu.be>

3. Community Access Channel (Televised interview)

a. Abilities United - <https://www.youtube.com/watch?v=BkwKrYSoYHw>

- 1) Services and supports for people with developmental disabilities
- 2) Advocacy and the need
- 3) Personal stories

B. Use of new media

1. eMail lists/mailings

a. eNews (Mailchimp) & eBlast/Newsletter Editions:

- 1) 2014 Youth Leadership Forum
- 2) Announcement of new Department of Developmental Services Director, Santi Rogers
- 3) (Regional) Annual Plan – Seeking Public Input
- 4) Appointment of new Lanterman Regional Center Executive Director
- 5) Articles:
 - a) “Inclusive Classrooms Provide Language Boost, Study Finds” (written by Michelle Diamant and featured in the *Disability Scoop*)
 - b) “Outrage After Special Education Students Forced to Sort Trash” (written by Sandra Stokley and featured in the *Press Enterprise*)
- 6) Autism Coverage Under ACA
- 7) Autistic Self Advocacy Network Launches New Project in California
- 8) Board Recruitment (Applications)
- 9) Employment Data Dashboard
(http://scdd.ca.gov/employment_data_dashboard.htm)
- 10) Department of Education: Survey on Special Education
- 11) Developmental Centers in danger of losing federal funding
- 12) Disability Rights California Self-Determination Fact Sheet
- 13) Free Webinar: Abuse of People with Disabilities
- 14) Governor's Minimum Wage Impact on Providers
- 15) Governor's Proposed Budget: How it impacts people with developmental disabilities
- 16) Highlights of New State Budget
- 17) How new minimum wage executive order impacts people with developmental disabilities
- 18) How Obamacare impacts people with developmental disabilities
- 19) How the Affordable Care Act Impacts People With Developmental Disabilities
- 20) In-Home Supportive Services Workers Obtain Health Coverage
- 21) Mini-grants
- 22) New California Education and Employment Grant
- 23) New Disability Rights California Healthcare Resource
- 24) New Disneyland Disability Access Card
- 25) New innovative transportation program grants
- 26) New Volunteer Driver Program
- 27) Passage and signing of SB 577 (Pavley)
- 28) Passage and signing of AB 1041 (Chesbro)
- 29) Recruitment: Self-Determination Local Advisory Committee

- 30) Regional Center On-line Disparity Data
 - 31) Regional Center Purchase of Service Disparity Fact Sheets
 - 32) Restoration of Medi-Cal Dental Coverage
 - 33) Santa Goes 'Sensory Friendly' at a Mall Near You
 - 34) Self-Determination Training
 - 35) Self-Determination: What Is It and How Will It Work?
 - 36) Social Security Announces 1.5% Benefit Increase
 - 37) Social Security Online
 - 38) Special Edition: signing of the Self-Determination law
 - 39) State Council on Developmental Disabilities Board Recruitment
 - 40) Survey (requesting input on legislative priorities)
 - 41) The Government Shutdown
 - 42) Self-advocate meeting notice(s)
 - 43) Parent Support Meeting(s)
 - 44) Resource Fairs
 - 45) Legislation Updates
 - 46) Action Alerts: policy and regulatory issues
 - 47) Informational Community Presentations
- b. Legislative updates:**
- 1) SB 468
 - 2) AB 1041
 - 3) SB 577
 - 4) AB1595
- c. Current issues affecting people with developmental disabilities and their families:**
- 1) Activities at Girsh Park
 - 2) Autism Support Group announcement
 - 3) California Remembrance Day
 - 4) Carnival at Oceanview Pavilion
 - 5) Challenger's Super Bowl
 - 6) Covered California Overview
 - 7) CRPD Action Alert
 - 8) CRPD Disability Treaty
 - 9) Current advocacy issues
 - 10) Disability Pride Day Information
 - 11) Down Syndrome Awareness Month
 - 12) Emergency Preparedness Training Opportunities
 - 13) Free Developmental Testing
 - 14) Governor's budget proposal
 - 15) How to apply for Project College

- 16) IHSS issues
- 17) Involved Exceptional Family Day training
- 18) Organization Workshop for Students
- 19) Purchase of Service Informational meeting
- 20) Quality Assurance/Self-Advocacy: Client College fall Schedule
- 21) Rainbow Connection FRC - Fundraiser
- 22) Rainbow Connection FRC Training
- 23) Self-Determination Workgroup
- 24) Social/Recreational Opportunities in Oxnard
- 25) Support Group for Parents Served by TCRC
- 26) Tri-County Regional Center Training
- 27) 'Walking the Path' Conference – 'Save the Date' Notice
- 28) Denti-Cal Workshop
- 29) Understanding Due Process: Bob Varma, ALJ
- 30) UCD Mind Institute: Transition Trainings
- 31) Preparing for Jobs: SB577

2. Facebook Page & Postings:

- a. Assistive Technology (16)
- b. Conferences/Trainings (9)
- c. Developmental Disabilities (57)
- d. Employment (8)
- e. Health (4)
- f. Housing (6)
- g. Health (4)
- h. Legislation/Budget (13)
- i. Self-Advocacy (27)
- j. Special Education (11)
- k. Surveys/Public Input (1)
- l. Transition/College (6)
- m. Wrightslaw (3)

3. Website

- a. Links Section (Resources)
- b. Information cards (business card-sized handouts with website information)
- c. Issues (Postings)
 - 1) Assistive Technology (29)
 - 2) Benefits (6)
 - 3) Conference/Trainings (65)
 - 4) Developmental Disabilities (127)
 - 5) Employment (26)
 - 6) Health (34)

- 7) Housing (24)
- 8) Legislation/Budget (48)
- 9) Self-Advocacy (21)
- 10) Self-Advocacy (27)
- 11) Special Education (50)
- 12) Survey/Public Input (1)
- 13) Transition/College (27)
- 14) Voting (2)

C. Events/Outreach/Webinars/Information

1. 9th Annual FOCUS Film Festival - www.facebook.com/FOCUSFilmFestival; www.youtube.com/user/FOCUSfilmfestcalif; www.FOCUSFilmFestCalifornia.com
2. Quality Assurance/Self-Advocacy/Health/Housing/Public Safety Outreach - Grant Opportunities, Olmstead Advisory Committee Meeting - Youth Leadership Forum and Webinar Training Series
3. Housing-Section 8 Housing Choice Voucher Registration Notice to Applicants and Senate Bill 391 (The Homes and Jobs Act)
4. Health-Impact of proposed overtime rules on In Home Supportive Services
5. Employment-Senate Bill SB 577 which would address a major barrier to implementation of the Employment First Policy.
6. Education: Scholarship opportunities for students with disabilities to empower and enable high school students with disabilities
 - a. Go to college
 - b. The impact technology has on the world
 - c. Target a career in the technology industry
7. Public Safety Outreach - notice of funding opportunity/request for proposals for the development of prevention/intervention of child abuse/neglect
8. Multicultural Information - Notice of public meetings
9. Rights Training-Disseminated information to our community network regarding the Disability Rights California Office of Clients Rights Advocacy
10. Informing Policy makers about legislation: AB 1595 and rebuilding the California Service System, the Council Budget Letter, & AB 1445 (Telehealth Bill)
11. Health: Educating the public about the return of some Medi-Cal Adult Dental Benefits & impact of proposed overtime rules on In-Home Supportive Services
12. Emergency Preparedness Training Announcements (Cycle 36 Grant Activity) and Emergency Alert System Test Service Announcement
13. Self-Advocacy Training: Dave Hingsburger notifications to Self Advocates and Community Agencies and support for Rural Human Services Client College trainings
14. Education and Transition: Disseminated California Department of Education Survey and Special Education Legal Clinic
15. Action Alerts: Informing policymakers about important legislation
 - a. AB 1595

- b. SB 577
- c. SB 855
- 16. Community Supports: Summaries of legislation signed into law during the current session that will impact the rights and services of people with disabilities
- 17. Self-Advocacy Training: Board member training (Boards for All)
- 18. Rights Training: Disability Rights California Office of Clients Rights Advocacy
- 19. Employment: Workforce Investment and Opportunities Act
- 20. Health Updates
 - a. Free Medical and Dental Care Resource
 - b. Food Bank Resources
 - c. USC Telehealth Counseling
 - d. Caregiver Workshop
- 21. Rights Training: Voter information
- 22. Education and Transition: Family Empowerment Conference/Training Event (English and Spanish)
- 23. Recreation: Special Olympics (Bowling)
- 24. Quality Assurance/Self-Advocacy/Health - Informed advocates about the State Budget Bill and developmental disability community state budget plan and the impact of proposed overtime rules on In Home Supportive Service
- 25. Grant Funding Opportunity
- 26. Supreme Court Shift in Legal Terminology
- 27. Hall v. Florida: IQ Threshold Requirement
- 28. Informing Policy makers about legislation: Rebuilding the California Service System
- 29. Community Supports: Disability and Senior Expo
- 30. Grant Funding Opportunity
- 31. Emergency Preparedness Training: Functional Assessment Service Team (FAST)
- 32. Self-Advocacy Training: Rural Human Services Client College
- 33. Recreation - Upcoming community recreation and sports teams opportunities
- 34. Education and Transition: California Consortium on Higher Education
- 35. Webinar: "Abuse of People with Disabilities"

Activities undertaken were: ☒ All met Partially met Not met

Timelines:

1. Yearly, participate in at least 2 radio/television/other media interviews
2. Year 1, explore use of social media outlets, internet, etc., to identify forums for informing the general public on the contributions of individuals with developmental disabilities. Year 2, implement the most effective options for outreach.
3. Ongoing thereafter, maintain whatever modes are used so they are up-to-date and relevant

Timelines established were: ☒ All met Partially met Not met

Annual Progress Report:

Council staff is active and proficient at utilizing media in disseminating information about and engaging in activities by and for people with developmental disabilities and their families. Through advertisements, training, disseminated materials (e.g. brochures, flyers, training manuals, etc.), seminars, conferences, festivals, webinars, newsletters, websites, the Data Dashboard, YouTube segments, radio and television interviews, emailed notices and action alerts, Facebook postings, etc., the Council has been keeping Californians abreast of activities, legislation, and current events affecting people with developmental disabilities. The Council offices maintain extensive email/newsletter lists of individuals who want to receive ongoing information and alerts about current issues and activities.

The Council continues to refine public outreach efforts, working to ensure that materials are produced in plain language and offered in other languages, as appropriate and available. Currently, staff is able to reach out to tens of thousands of individuals with updates, current events, and breaking news in the field of developmental and cross-disabilities.

‘As you know, we actively advertise and promote the festival in the community and on campus from late spring through the festival in October. What these ads/materials don’t show is how much (staff) participates in promoting the festival to other organizations throughout our region. If I haven’t said “thank you” before, “THANK YOU” for your support in helping us grow!’

(Mary Ann, Region 2)

Barriers:

Reaching out to the public is an ongoing effort and staff works to encourage families and professionals and people with developmental disabilities to join mailing lists for the purpose of receiving valuable communication. Due, however, to the time sensitive nature of emerging issues, information is disseminated electronically. Unfortunately, not all individuals, particularly self-advocates and those who are monolingual in languages other than English, are connected or have access to digital media. Although Facebook is an excellent resource for communication, additional funds are needed to promote posts or to advertise, in order to expand the number of people who access Council posts. Other organizations and agencies are reluctant to share mailing

lists because of privacy and confidentiality issues. It is also difficult to predict or estimate audience numbers without log-on information (e.g. with television, advertising, and radio spots).

Evaluation/Results:

People who have attended events reported that they would not have known about those events if not for Council notification. With postings on Facebook and in other venues, readers continue to ‘like’ and ‘share’ posts. The numbers of people who ‘hit’ the Council’s websites on a daily basis continues to increase and people are allowed to sign up for training via the internet. One office has reported an ‘open’ rate of 38%, which is considered high for the industry. Anecdotally, information recipients report that they appreciate and find the information to be helpful. One radio station obtained feedback, indicating that listeners appreciated the information that they received. Random surveys, inquiries, and requests for feedback bring in uniformly positive responses. Finally, growing event attendance provides independent confirmation that Council marketing and outreach efforts are successful.

14.3: Federal Performance Measures		Total
CC01	Public policymakers educated by Council about issues related to Council initiatives	60
CC03	Members of the general public estimated to have been reached by Council public education, awareness and media initiatives	41,471
CS05	People trained in formal/informal community supports	5
HO10	People trained in systems advocacy about housing	37
HE05	People trained in health care services	1,000
ED13	Parents trained regarding their child's educational rights	8,275

Goal 15: Multicultural Individuals with developmental disabilities and their families have access to information and resources in ways that reflect their language and cultural preferences.		
Area of Emphasis	Planned	Areas Addressed
Child Care	X	
Education & Early Intervention	X	X
Employment	X	
Formal and Informal Community Supports	X	X
Health	X	
Housing	X	
Quality Assurance	X	X
Recreation	X	
Transportation	X	
Strategies	Planned	Strategies Used
Barrier Elimination		
Coalition Development and Citizen Participation		X
Coordination with Related Councils, Committees and Programs		
Cross-cutting		X
Demonstration of New Approaches to Services and Supports		
Informing Policymakers		
Interagency Collaboration and Coordination		
Other Activities	X	
Outreach		X
Supporting and Educating Communities	X	X
Systems Design and Redesign		
Technical Assistance		
Training		X
Intermediaries/Collaborators	Planned	Actual
DDS		
Disability Rights California		
UCEDD		

Other Collaborators Planned: None

Other Collaborators Actual:

Anaheim Downtown Community Center

Chinese Parents Association for the Disabled

Chuparossa

Fiesta Educativa

Fiesta Familiar

Local Parents

Parents Helping Parents (PHP)

South Central Los Angeles Regional Center (SCLARC)

Special Kids Crusade

Talk About Curing Autism (TACA)

Valley Mountain Regional Center (VMRC)

15.1	Materials developed by the Council will be translated into threshold and plain languages.
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Implementation Activities:

Planned:

1. Translate and adapt all documents

Actual:

A. Translated Materials

1. PowerPoint presentation - Community Resources: "Recursos en la Comunidad" (2014 Fiesta Educativa Conference)
2. Regional Center Services (Informational meeting)
3. SCDD Outreach Materials
4. Council/Committee Materials (Plain Language)

B. Adapted Materials

1. **"Enough is Enough: Anti-Bullying Strategies for Students with Developmental Disabilities"**
 - a. Bullying at School (English)
http://www.governor.wa.gov/oeo/publications/006_english.pdf
 - b. Bullying at School (Korean)
http://www.governor.wa.gov/oeo/publications/006_korean.pdf
 - c. Bullying Cibernetico y Ninos con Discapacidades
 - d. Creencias Comunas Acerca de Bullying (Common Myths About Bullying)
 - e. Habla con su Hijo Acerca de Bullying (Talking to Your Kids About Bullying)
 - f. Mantenga un Registro (Keeping Documentation)
 - g. Notificando a los Administradores de Escuela de las Preocupaciones de Acoso (Notifying Administrators About Abuse)
 - h. Utilice el Programa Individual Educativo del Nino (Using Your Child's IEP)


C. Translated Presentations/Meetings

1. Council/Committee Meetings (facilitated)
2. Educational &/or community supports, eligibility, and services (Spanish)
3. IHSS workshop – Talk About Curing Autism (TACA) Parent Support Group (Spanish)
4. Key Strategies to Prevent Bullying (Spanish)
5. Navigating the Regional Center/Community Service System (Spanish)
6. Office of Administrative Hearings: Training
7. Regional Center Board Meeting: Autism, the education system & better community supports (Spanish)
8. Regional Center Services: Servicios del Centro Regional - Fiesta Familiar (Spanish)

9. Self-Determination (Spanish)
10. Social Security Income (SSI) Disability Benefits - Talk About Curing Autism (TACA) Parent Support Group (Spanish)
11. Special Education information (Spanish)


D. Outreach to Underserved/Diverse Populations

1. Chinese Parents Association for the Disabled
2. Chuparossa Resource Fair
3. Disability Collaborative
4. Fiesta Educativa
5. Fiesta Educativa Resource Fairs (2)

Activities undertaken were: **All met**  **Partially met** **Not met**

Timelines:

1. Years 1--5 All information developed by the Council will be translated into threshold languages and into plain language.

Timelines established were: **All met**  **Partially met** **Not met**

Annual Progress Report:

Due to the complex and diverse network of languages within California, the Council attempts to ‘push in’ presentations and activities to diverse populations and communities and providing translation of presentations and materials when feasible. The Council has worked steadily to release all materials in Plain Language for meeting agendas and minutes, reports, and informational brochures and marketing flyers. As this material is disseminated at the local/regional level(s), staff then provides materials in diverse languages, as requested. When direct translation (of written materials) is not available, staff researches alternatives in the target language and provides adapted information. For example, a booklet entitled "Enough is Enough: Anti-Bullying Strategies for Students with Developmental Disabilities," is not yet available in Spanish and staff obtained comparable handouts in Spanish and Hmong from the Pacer Center’s website (<http://www.pacer.org/translations/>).

Many presentations provided by staff in English were also offered as separate Spanish sessions (self-determination, navigating the regional center/community service system, strategies to prevent bullying, educational or community supports, eligibility, services, and other issues, etc.). Staff presented at the 2014 Fiesta Educativa Conference, an outreach conference in which sessions were all offered in Spanish.

Staff met with the director of Fiesta Educativa and a cadre of volunteers to improve Council outreach efforts to the bilingual community, while recruiting Fiesta Educativa to the Disability Collaborative. This collaborative partnership led to Council participation in the fall seminar and a joint effort to mitigate disparate purchase-of-service practices at the local regional center. The Council also participated actively in the Chuparossa resource fair and provided training about mental health services and educational/due process rights, where Spanish translation was provided. The Council also uses the Language Line, in working with families requesting technical support.

Translating materials and instruction/presentations into other languages (including Plain Language) is an ongoing and organic effort, provided when and where appropriate or by request. Many families have natural supports in accessing information and materials in their preferred or primary language. Other families will simply ask for direct Council assistance, which is then provided.

Evaluation/Results:

None of the activities associated with this objective were formally evaluated, although informal and/or anecdotal public input is typically offered by participants and welcomed by staff. Following meetings, staff typically spends time answering questions from parent and self-advocates (and others).

TACA's Spanish Program Outreach Coordinator sent an email after one Council presentation, thanking staff and stating, in particular, that "It is people like you who also help educate parents so they can - in turn - hopefully, help children receive appropriate services unique to their needs."

Barriers to Implementation:

It is sometimes difficult and cost-prohibitive to provide for the broad range of preferred languages. Staff has worked on collaborating with community and regional agencies to ensure that community-based services are provided in language-accessible formats, including intake/eligibility and agency/service marketing materials, with some success. Not all Council offices are fortunate enough to have a bilingual Spanish-speaker on staff to conduct outreach and training for monolingual, Spanish-speaking self-advocates and family members. Some regions report that staff is only able to offer literature and translation in Spanish and English. Following one activity, staff reported that extremely hot weather contributed to what was a relatively small turnout of group members, people who are all dependent upon public transportation. Public transportation also limits the times and areas in which services may be offered, due to narrow windows of operation and limited service to outlying areas.

Objective 15.1: Federal Performance Measures		Total
CS01	Individuals receive formal/informal community supports	39
CS05	People trained in formal/informal community supports	63
ED13	Parents trained regarding their child's educational rights	20
QA03	Quality assurance programs/policies created/improved	20
QA05	People trained in quality assurance	52
QA06	People active in systems advocacy about quality assurance	26
QA11	Other	415

Section IV: Satisfaction with Council Supported or Conducted Activities

A. Individual Survey Responses

Total number of responses: **67**

Self-advocates (SA) **8**

Family advocates (FA) **22**

Others (O) **37**

Question	Response	SA	%	FA	%	O	%
I (or my family member) was treated with respect during this activity.	Yes	8	100%	22	100%	36	97%
	No	0	0	0	0	0	0
I (or my family member) have more choice and control as a result of this activity.	Yes	8	100%	22	100%	34	92%
	No	0	0	0	0	1	3%
I (or my family member) can do more things in my community as a result of this activity.	Yes	7	88%	22	100%	33	89%
	No	0	0	0	0	1	3%
I am satisfied with this activity.	Strongly agree	8	100%	18	82%	31	84%
	Agree	0	0	4	18%	6	16%
	Disagree	0	0	0	0	0	0
	Strongly disagree	0	0	0	0	0	0
My life is better because of this activity.	Strongly agree	7	88%	16	73%	24	65%
	Agree	0	0	4	18%	8	22%
	Disagree	0	0	0	0	1	3%
	Strongly disagree	0	0	0	0	0	0

A. Individual Survey Responses (Cont.)

Individual comments (as written):

Absolutely agree (satisfaction)

Advanced info. Thank you!

Advice from advocate M.

All was very informative and helpful

Appreciate help from Mrs. G. Was very helpful.

As someone with little knowledge it helped understand the big picture

Because of her I have a better understanding of IEPs and was shown much respect. Thank you! PS. I am very grateful for all her help. Thank you

Because of this project activity, I (*or my family member*) know my rights: Yes, especially about self-determination

Being the advocate of your child (helpful)

Examples and advices were helpful.

Excellent presentation. Parents rights and how I can monitor my child's

Extremely Helpful

Families could ask questions and get answers they need

Finding out about what I can do to affect changes for my son's needs

Good resources, working together

Having a voice on IEP format

Having a person of support to help me along to understand the situation. In ways I felt less stress and alone.

Helping to become an advocate of your Child

I have become more knowledgeable

Info was appropriate for the meeting

Information That Can be helpful in the future

Individual comments (Cont.):

It was very helpful having someone who knows the IEP process and is going to...

La opinion de los padres cuenta mucho en las juntas. Ancales. Saber que el ambiente influye mucho en su comportamiento. Trazar nuevas metas que se cumplan en corto tiempo. No firmar siempre los documentos, dar tiempo para leer lo.

Learning about the different levels of care!

Me ayudo a conocer mas opciones para el proceso de transicion y poder tomar una mejor decision.

Mrs. S. was excellent!

Much better.

My son will now get the help he needs or will need in life!

My son's school decided to give him all special Ed classes since N. helped me.

Nice to having a voice on IEP format

Not Sure

Parents Rights & how I can and will monitor all my child progress. "SMART!" good lay out for me. Thanks for the info.

Progress

Resources for other services

Support and action taken by my advocate

Support and action taken by my advocate, mMrs. G.

The absence of the different levels of care

The overall info helped paint the picture of services and issues.

The presence of someone from Area Board 13 to help me.

Understanding the services available.

Very easy to understand

Very easy to understand, simple facts

Very (helpful)

Individual comments (Cont.):

Very helpful in having someone who knows the IEP process to help

We appreciate help from Ms. G., it was very helpful.

We love her!! She was awesome!!! D. was wonderful, understanding, helpful. Gave us a lot of great advice to help our daughter and family.

Yes being able to volunteer in your child's class (training ideas).

B. Stakeholder Survey Responses

Total number of responses: 38

Council activities have improved the ability of individuals with developmental disabilities and family members to:	Response	Number of Stakeholders	Percentage
1. Make choices and exert control over the services and supports they use.	Strongly agree	21	55%
	Agree	15	39%
	Agree somewhat	3	8%
	Disagree somewhat	0	0
	Disagree	0	0
	Strongly disagree	0	0
2. Participate in community life.	Strongly agree	19	50%
	Agree	14	37%
	Agree somewhat	6	16%
	Disagree somewhat	0	0
	Disagree	0	0
	Strongly disagree	0	0
Council activities promote self-determination and community participation for individuals with developmental disabilities.	Strongly agree	20	53%
	Agree	16	42%
	Agree somewhat	3	8%
	Disagree somewhat	0	0
	Disagree	0	0
	Strongly disagree	0	0

Stakeholder Comments (as written):

- **What does the Council do well?**

Interagency collaboration, working on systems change, advocacy

Trainings

Holds strong to mission and implementation

Represent the constitutional rights of developmentally disabled.

Stakeholder Comments (Cont.):

- **What does the Council do well?**

Advocacy efforts and training. The Board of Director meetings are good and interagency collaboration has progressed.

The interagency coordination is done well, including community building. Area Board stays on top of issues and using People First language.

Advocacy. Provide information to families and the public.

They are a great resource for info on what parents and clients rights are.

From my (limited) experience – especially good at tech assistance; support/education; coordination with councils, committees

Impressed with how well the planning for the Self-Advocacy conference and that everyone had a voice. People were respected and empowered. The conference was well organized and there was a lot of interagency collaboration

Provide resources

Training and technical assistance. Area Board provides high quality training for parents and individuals in the field. The wide range of area training is provided in is appreciated. Area Board keeps people informed about what's happening on a state level.

Conspire for the benefit of people with developmental disabilities

Promoting advocacy in the voices of beneficiaries

Technical assistance

Stakeholder Comments (Cont.):

Gives me options

Helps me to seek out other information and services I need

Collaboration with other agencies

Demonstration of new approaches to services & supports

Interagency collaboration and coordination

Training & supporting and educating communities

- **What does the Council do well?**

I was in attendance at an IEP meeting with D. and was very pleased with the advocacy services she provided to the family.

The Area Board has worked with our agency for many years on many issues. Continued support and collaboration on educational/transition and Regional Center issues are a needed service.

Help educate parents on the rights of their children in regards to school/Educational issues. The trainings provide an invaluable resource to families.

Provide training

After D. became ED of Area Board 7, many of the above areas were implemented well and visible to the community.

Trainings!

They inform consumers of their rights and advocate for consumers to do and be their best.

I would describe the Area Board XII as an exceptional group that demonstrates great leadership and organization in order to support independence and advocacy for those individuals with disabilities and the community. The Area Board XII staff and volunteers are professional and warm welcoming individuals that coordinate and collaborate well through their services and supports. The Area Board XII demonstrates a system founded on inclusion and creativity that reduces barriers and increases acceptance and growth for all.

Quickly responding to questions/inquiries. Able to work as a team and it doesn't feel like a bureaucracy.

Stakeholder Comments (Cont.):

- **What does the Council do well?**

Makes sure agencies do what they need to do

Advocate for persons with developmental disabilities. Make connections for services for DD individuals. Guide families through the maze and educate on best practices to help DD persons and their families. Extraordinary outreach. Very informative training. Superb technical assistance. Excellent interagency collaboration and coordination. Unparalleled coordination with related councils, committees and programs. Superb demonstration of new approaches and supports.

This area board is dynamic. The staff is amazing

Family Advocacy, sharing information regarding community resources, IEP support

Area Board has been instrumental in advocating, outreach and negotiating with Regional Center services to individuals that had been denied

Excellent job with outreach, supporting families, collaborating w/ other providers, assisting with advocating for needs, & eliminating barriers

Provide information on resources

Coordination with programs, interagency collaboration

- **What could the Council do better:**

Possibly awareness of who they are and what they do.

Help find more sources for individualized advocacy – especially legal assistance at hearings (free of cost)

Help regional center access services through mental health agencies.

Area Board 9 needs more staff.

Continue to provide individual advocacy. There is a great need for these services in one area!

Hire more staff for more advocacy.

Not sure, but possibly let consumers & others know what AB/SC do & can do for them!

Nothing

Stakeholder Comments (Cont.):

• **What could the Council do better:**

Align the comment spaces

More of these opportunities to learn about what is happening in my area

Don't know

Let families know what they offer

Have samples from other agencies of people's plan. Give some extra ideas

Make sure training facilitators stay on track and start training on time

More on topics covered today

N/A

Tell others about what you do.

Facilitate events to communicate with other agencies

Continue doing what they do

The limited staff do not seem to have the resources available to have the sway needed with the local government – legislators to advocate changes.

More training and workshop to empower families. Advocate for the unmet needs of special needs families / individuals and bring about systemic changes in the regional center system to address those unmet needs.

Wish you could help with more cases, but understand.

Not enough people understand what an Area Board is and what they do.

The Area Board XII appears to positively impact the lives of those they reach out to so, as advocates that is what they know how to do best. I wouldn't change a thing about The Area Board.

- **Other comments:**

We offer support to families to eliminate barriers.

N. was amazing, especially in explaining and teaching me things about my son's IEP I didn't know. Also was able to ask the right questions when the district was not treating us right. This – knowing my rights – is a major one. Open my eyes a lot. You have helped us so much. I am and will be forever grateful.

Was the most informative class I have taken (satisfaction)

Been a pleasure to work with Area Board 9 for the past year.

Kudos to Area Board 9 staff on the Self-Advocacy conference. We are lucky to have A. and she is doing a great job.

There was nothing I didn't like.

Want information on emergency planning

Provide support (satisfaction)

A/B is wonderful with state contractor -----, but I don't have info about interaction with other groups –

And to advocate for themselves (impact)

TG for Area Board XI!!!

Thank you to D. who assisted a client in clarifying & coordinating services with other programs

This is an area I know the current leadership has targeted for improvement (impact)

Many families have reported back that the rights they learned about helped them during IEP/504 meetings to get services provided (impact).

When family members feel empowered at school it carries over into other aspects of their child's life and their ability to advocate for them (impact).

Due to a shortage of staff, there can't be a huge impact for the tens of thousands of special needs in San Andreas Regional Center and beyond.

Section V: Measures of Collaboration

Issue 1: Employment Collaboration

Description of collaborative issue/barrier or expected outcome:

The Big Picture: California's unemployment rate decreased to 7.0 percent in December 2014, and nonfarm payroll jobs increased by 700 during the month for a total gain of 1,522,900 jobs since the recovery began in February 2010, according to data released today by the California Employment Development Department (EDD) from two separate surveys. The U.S. unemployment rate decreased in December to 5.6 percent. In November, the state's unemployment rate was 7.2 percent, and in December 2013, the unemployment rate was 8.3 percent. The unemployment rate is derived from a federal survey of 5,500 California households.

The Disability Picture: Statewide, it is estimated that 2.8 million working age Californians had a disability in 2011, which was equal to about 9.9 percent of the civilian working age population. Though 9.9% of CA's civilian population was disabled, only 3.0% of working Californians had a disability. Of the 2.8 million working-age disabled persons in CA, 20.8% participated in the CA labor market in 2011. California's unemployment rate for persons with a disability ranked 12th in the nation.

Types of disabilities: Nearly half (45.8%) of disabled persons active in the CA workforce have difficulty walking or climbing stairs. The next most common disability type was hearing impaired, followed by difficulty remembering or making decisions, difficulty doing errands, and difficulty dressing or bathing. Though persons who had difficulty with stairs was the largest disability type in the labor force, this group has the lowest unemployment rate of all disability types.

People with disabilities were almost twice as likely to be working part-time for non-economic reasons than persons without a disability. (Source: EDD, State of CA).

The Regional Centers:

In 2011, California used the National Core Indicators Survey to ask about 8,400 regional center clients if they worked, and, if they did, how much they earned. On average people working in regular integrated jobs made \$9.89/hour, while people working in groups of regional center clients made \$6.24/hour. Thus, people in regular jobs make on average \$3.65/hour more than people with developmental disabilities working in groups. This is 58% more per hour.

In 2011/12, only 4,505 regional center clients were served in Individual Placement Supported Employment in regular jobs with regular pay. This means that only 6% of the 77,000 people served in day services are in integrated competitive employment, as defined by the Employment First Policy. Nearly twice as many (13%) are served in Work Activity Programs (sheltered workshops) and 74% of the total are served in day or “look alike” day programs, largely in non-work settings.

According to the US Census Bureau, in 2011, 72.2% of the California working age population worked full-time. This compares with Employment Development Department (EDD) data of 13% for working age regional center clients who received wages, most of them working part-time and many earning sub-minimum wage.

In 2011, EDD reports that 17,870 regional center clients received wages. This is only 12.5% of the total number of working age people served by the regional centers.

The average monthly earnings for regional center clients who received any reportable wages in 2011 was only \$485/month, according to data from the EDD.

Council Roles and Responsibilities in Collaboration:

While the goal of inclusive employment is a laudable one, significant real world barriers remain. The Council needs to work synergistically with its partners, creating a unified front that results in positive change. Thus, the Council has a responsibility to identify when and where opportunities for collaboration and coordination are present, and to determine best practices that facilitate net gains from that collaboration. These methods can include surveys, conferences, data gathering, workshops, strategy sessions to identify current needs and areas of emerging need, formal workgroups, meetings, seminars, trainings, legislative opportunities, and other methods for leveraging relationships, generating systems change, and stimulating capacity building. The Council is constantly exploring ways to work more effectively with groups such as Disability Rights California (DRC), the UCEDDs, and the Department of Developmental Services (DSS). Representatives from these groups are in regular communication with the SCDD, and also sit on various Council committees. They provide ongoing input and advice regarding legislative and policy issues impacting the I/DD community in general and SCDD in particular. As the collaborative potential for these relationships becomes better understood and leveraged, we expect vast improvement in tangible results.

Problems Encountered as a Result of Collaboration:

While the collaboration has for the most part been productive, lack of available staff, cumbersome organizational structures, and less than adequate resources have slowed progress.

Unexpected Benefits:

The collaboration between the Council and its state and federal partners has produced positive results in disability policy, including, but certainly not limited to, the passage of the Employment First Policy, making integrated competitive employment the highest priority of the state. The value of work is now enshrined within the Lanterman Act, along with the values of community inclusion and self-determination. Much work remains to be done to implement the policy. The CECY collaboration and the Employment First Committee have been making significant progress in the areas necessary for implementation. Besides assisting with the passage of the Employment First Policy, an example of the collaboration's successes is the identification of existing sources of data to track the state's forward momentum in supporting people to find meaningful jobs. These groups have designed a Data Dashboard that will reside on the Council's website that will serve as the public measure of the state's progress. And based on their input, the Council recommended increased collaboration between the Departments of Developmental Services and Employment Development for improved data sharing, which the departments are working to implement.

Section VI: Dissemination

The federal requirements for data submission through the Program Performance Report (PPR) do not necessarily produce a document suitable for general dissemination and the inherent complexities of the PPR render it essentially incomprehensible to the average citizen. The state of California requires the development of an Annual Report that consists of similar information, with additional components. The Council's Annual Report to the state is intentionally written in a plain language, user-friendly format. California's Annual Report will be made available in print and on the Council's website, through email, and through various methods of dissemination via the regional offices.

The report will be furnished to the Governor and members of the state legislature. Additionally, it will be distributed to Council members, regional offices, relevant colleagues, and stakeholders. As a public document, it is available to anyone upon request.